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ABSTRACT

This report documents the proceedings of a conference on the validation of exemplary educational programs, products, and practices presented by the Regional Exchange of the Southwest Educational Development Laboratory (SEDL/RX). It is different from other conference syntheses, as it includes the process for creating the conference as well as the conference content and the evaluation of it. The objectives of the conference were to give participants the opportunity to explore the state of the art in validation; to provide the time and the environment for each SEDL/RX state team to work on its own validation concerns; and to arrange a forum and begin to pool the collective knowledge of the SEDL/RX region regarding validation. Papers were presented by William Hinze, Christine Dwyer, Bud Grossner, John Osborne, Preston C. Kronkosky, Jack Lumbley, Bill Reaves, and Sharon Adams. The conference evaluation consisted largely of determining if the objectives were attained through questionnaires and monitoring state validation efforts. (DWH)

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A REGIONAL CONFERENCE ON VALIDATION:

How, What, and Why

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY

AUSTIN, TEXAS

RX SEDL REGIONAL EXCHANGE

TM 840303

A REGIONAL CONFERENCE ON VALIDATION:

How, What, and Why

August 1979

Regional Exchange Project
Southwest Educational Development Laboratory
Austin, Texas 78701

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FOREWORD

The SEDL Regional Exchange (SEDL/RX) Project has provided information and technical assistance services since October 1976 to educators in five states: Arkansas, Louisiana, New Mexico, Oklahoma, Texas, and, since April 1979, Mississippi. It is one of seven Regional Exchanges in the nation-wide Research & Development Exchange (RDx), funded by the National Institute of Education, which lists as a major goal the dissemination of information about educational research and development (R&D). To assist in accomplishing this goal, the SEDL/RX staff designed and sponsored the Regional Validation Conference in Austin, Texas on April 19 and 20, 1979. In an effort to record and pass on to others some of the experience and knowledge that was shared during that day and a half meeting, this document, A Regional Conference on Validation: How, What, and Why was compiled.

This conference, like others sponsored by the SEDL/RX, provided opportunities for sharing, communication, and growth among researchers, clients, and users of the knowledge and products of educational research and development.

James H. Perry
Executive Director
August 1979

ACKNOWLEDGEMENTS

The publication of this document is the result of many months of work by all the members of the SEDL/RX staff. Janis O'D. Schechter, SEDL/RX Dissemination Specialist, was the conference coordinator, and as such had the major responsibility for the conference itself. As detailed in this document, all other SEDL/RX staff served as support making presentations, serving as resource persons, developing evaluation methods, typing, handling a-v equipment, and wearing whatever other hats were necessary at the time.

This document is the result of close collaboration between Jan Schechter and Nancy Baker Jones, SEDL/RX Technical Writer, who together designed the concept and format. Nancy wrote the Summary, and compiled, edited, and proofed the document. Morrie Schulman, SEDL/RX Evaluator, designed and interpreted the contents of the conference evaluation forms and wrote the evaluation results section. Barbara Dupree, SEDL/RX Administrative Assistant, Teri Aleman, SEDL/RX Senior Secretary, and Sandra Rios, Bilingual Secretary, were responsible for the monumental task of transcribing tapes of conference presentations, typing, and binding the document.

Preston C. Kronkosky
Project Director
SEDL/Regional Exchange Project
August 1979

PREFACE

This document may be different from other conference syntheses, as it includes the process for creating the conference as well as the conference content and the evaluation of it. The SEDL/RX staff recognizes that some readers may be more interested in process than product, while others would rather concentrate on content. For that reason, we direct you to the following sections so that you may follow your interests:

Planning Information.....Planning Summary

Conference Preparation Documents.....Section I

Conference Content Documents.....Section II

Conference Evaluation Documents.....Section III

PLANNING SUMMARY

On April 19 and 20, 1979, the Regional Exchange of the Southwest Educational Development Laboratory (SEDL/RX) presented a conference on the validation of exemplary educational programs, products, and practices. This conference, the "Regional Validation Conference," as it was called, brought together State Education Agency (SEA) personnel from six states, the USOE Region VI, and resource people from around the nation to study various issues in validation and to work in detail on the topics which most concerned the individual states.

This paper is more than a report of the proceedings. It represents an attempt to document not only what happened, but why. The SEDL/RX staff hopes that by detailing the process that preceded the conference as well as the conference itself and its evaluation results, we can provide a guide for others who may attempt the same or a similar project. We hope to save a few steps, avoid the reinvention of any more wheels, and perhaps answer two major questions, "When the attempt is made to disseminate information through a conference, can any effects be identified?" and, "Can these effects be attributed to the conference?"

There are certain problems inherent in such an attempt. The SEDL/RX staff wondered if our evaluation forms were valid enough to get an accurate reading of what happened. That led us to ask whether any paper form can truly evaluate an event or process, which led to the ultimate, if existential, question, can anything ever be evaluated?

This is now known as the SEDL/RX Chinese Box Approach to Evaluation, supported by such axioms as:

- everything is relative,
- all solids are really liquids, i.e. don't take anything for granite,
- it's always something else,
- things are never as they seem.

Despite this brief descent to the Bottom Line of "Why bother?" the SEDL/RX staff has rallied, and is determined to attempt this documentation.

The *Raison d'Être*

The seed for sponsoring a validation conference was sown by the SEDL/RX Advisory Board members during the staff's work on creating a Regional Program File. In theory, the file would contain information on exemplary educational programs in each of the states of the SEDL/RX service area: Arkansas, Louisiana, New Mexico, Oklahoma, Texas, and later, Mississippi. In practice, the staff and Advisory Board members realized that recommending programs for the file would be difficult until state validation procedures were developed or refined. It became apparent, then, that an opportunity to examine the elements of effective state validation procedures would not only be valuable for the states, but also would be a necessary first step toward creating a Regional Program File. At the November 15, 1978 meeting of the SEDL/RX Advisory Board, a regional conference on validation was, therefore, suggested.

Needs Sensing

Janis O'Driscoll Schechter, Dissemination Specialist, became the SEDL/RX staff coordinator for the validation conference. The first step was to survey each state to determine as precisely as possible their specific needs. To do this, the staff wrote to six people on January 16, 1979: the USOE representative and one representative from each of the five SEA's.* The SEA representatives who received the needs sensing questionnaire were members of a task force established previously to work with Sharon Adams, SEDL/RX Dissemination Specialist, to create the Regional Program File. Each task force member was directly involved in some way with the use of exemplary programs in his/her state (see a copy of the request letter and questionnaire and a list of people to whom these were sent on pages 15-18). The letter

*The Mississippi SEA did not join the SEDL/RX service area until April, 1979 and so was not included in planning for the conference. The first opportunity for the Mississippi SEA to participate in any SEDL/RX activities was at the April 18, 1979 Advisory Board meeting, one day before the validation conference.)

described the background for the proposed conference and the rationale:

> It appears that SEA's are becoming more and more interested in file building which includes awareness and recording of the state's exemplary programs--many of which are non-JDRP and non-Title IV-C programs and projects. As thoughts turn to evidence of effectiveness and replicability, questions arise: What validation procedures and strategies are appropriate? What have others done in validation?

The letter suggested a two-day conference at which a team of 5-8 people per state, designated by each Advisory Board member, would come to Austin to share validation concerns and strategies both as states and as a region.

The questionnaire enclosed with the letter asked for information on the current status of the SEA's validation procedures; whether the SEA was satisfied with its methods; what might be changed; issues a state team might want to consider at a conference, suggestions for resource people and materials; and provided an open question for other ideas respondents might have.

Respondents were requested to return the questionnaire to the SEDL/RX in 10 days, by January 26. They were also notified that they would receive a follow-up call on January 22, to request suggestions for specific dates and to discuss any problems encountered with the questionnaires.

The follow-up calls not only served as a reminder to send in the questionnaire, but also allowed the respondents to say what they might possibly have been uncomfortable putting in writing. It became apparent during the phone calls that, although possible dates for the conference suggested in the letter were mid-March or early April, a more convenient time would be mid-April, specifically April 19 and 20. It also became apparent that state team groups of 3-5 were more appropriate than the suggested 5-8.

Identified Needs

When the questionnaires were returned, SEDL/RX staff synthesized the information, looking for elements the states had in common and for possible regional trends. One conference could not effectively answer a large number of disparate concerns, so common ground was sought.

The questionnaires/telephone calls revealed that Arkansas had a tightly structured procedure based on the IVD process; Louisiana had no validation procedure but had a commitment from the Dissemination Task Force of its Special Purpose Grant to create one; New Mexico had no state validation procedure but did have a second draft for a proposed process which the team would bring to get assistance in reviewing it and recommendations for models and implementation procedures; Oklahoma had a statewide validation process, used IVD forms, and was interested in refining details such as site visits and reporting systems; Texas had a statewide validation procedure for individualized instruction programs and was contemplating its expansion to content areas rather than teaching techniques.

Objectives, Outcomes, Audience, Date

Once these needs were established, specifics such as audience, objectives, outcomes, and resource people all began to fall into place.

The objectives and expected outcomes were written for an audience of SEA personnel responsible for creating or implementing the state's validation process. This audience was subject to the approval of the SEDL/RX Advisory Board and approval was received through telephone calls. The Advisory Board eventually chose the specific people who would attend the conference and notified the SEDL/RX of their choices.

By February 1, the dates of April 19 & 20 were established for the conference and objectives and outcomes were written. While the conference was designed as a regional forum, the objectives did not include attention to regional validation

procedures. Rather, a regional approach to the conference seemed the most logical method of bringing together the regional units to learn about strengthening themselves individually and getting some perspective of themselves regionally. As the evaluation shows, however, interest in a regional validation procedure did emerge.

Human Resources

Consultants on the needs sensing questionnaire received favorable responses in general, and a few others were suggested. The SEDL/RX staff wanted the conference's resource people to provide both national and state perspectives and so, using the questionnaire as a guide, proceeded to call possible consultants and confirm their availability. During February and March, the staff confirmed the services of Dr. William Hinze of the U.S. Office of Education's Division of Education Replication, to discuss his involvement in the creation and revision of the IVD handbook, Sharing Educational Success. (Hinze brought multiple copies of the document in final draft.) Ms. Christine Dwyer, of the RMC Research Corporation, agreed to speak about the IVD process from the perspective of her study of five states' validation procedures. Mr. Bud Grossner, Manager of LEA services for the Illinois State Department of Education, would discuss Illinois' validation procedure, and Dr. John Osborne, Supervisor of Experimental and Demonstration Programs for the Michigan State Department of Education, agreed to describe Michigan's validation process (Grossner and Osborne were secured through the support of Sharon Koenigs of the CEMREL/RX). In addition, Dr. Preston C. Kronkosky, director of SEDL's Field Services and Dissemination Division, which houses the RX, and Mr. Jack Lumbley, evaluator for the division, were asked to provide their perspectives about living through the JDRP process. Dr. Ben Harris, professor of educational administration at The University of Texas at Austin, was contracted to serve as a participant/

observer. Harris' purpose was to listen to each speaker, be an unobtrusive observer in each state team meeting, report to the large group the second morning on similarities, differences, underlying themes, and implications for the SEDL/RX in addressing state concerns. Because some of the SEDL/RX staff had speculated whether a regional validation process would be an issue, Harris was also asked to provide an analysis of potential planning steps toward regional validation. Contract letters to consultants included lengthy details of dates, fees, rationale, state perspectives revealed in the questionnaire and purposes and lengths of requested presentations. (See sample consultant contract letter, page 27.)

Material Resources

In addition to human resources, printed resources were also located during February and March. Linda Reed, director of the Research and Development Interpretation Service at CEMREL, St. Louis, had agreed in January to write a synthesis document on the state-of-the-art of validation as reflected in current literature. SEDL/RX staff sent her a brief bibliography of relevant resources, and continued contact with her during the creation of the paper. SEDL/RX staff also requested, in February, a copy of THE STUDY OF THE IDENTIFICATION, VALIDATION, DISSEMINATION (IVD) PROCESS (the results of Christine Dwyers' research) from the U.S. Office of Education, but a copy did not arrive until after the conference. Dwyer brought multiple copies with her to the conference. Plans were also made to provide a display table of materials available through the SEDL/RX Resource Center (see pages 99-107 for information on the display and papers made available by presenters). Plans also called for a preconference packet mailed to participants (detailing travel information, what to expect and not to expect, and their responsibilities), an information packet at the conference (see page 97), and a resource area for materials difficult to duplicate. All teams were expected to bring a work plan, that is, some idea of what they wanted to achieve while there and how to do it.

Collaboration

Collaboration with CEMREL's Sharon Koenigs, Director, Training Program for Women and Minorities and CEMREL/RX staff member, also began in February and continued through the conference. The CEMREL/RX had been interested in the validation issue and was considering a conference of its own. When the CEMREL/RX staff learned about the SEDL/RX's plans for a conference, the CEMREL/RX provided financial support to bring consultants John Osborne and Bud Grossner to Austin, and to allow Sharon Koenigs to attend. These three representatives of CEMREL's Regional Exchange hoped to gather ideas and perhaps a conference model for CEMREL/RX's clients.

Agenda

By March 3, a tentative agenda was ready: Each morning would begin with a half hour of coffee, juice, pastries, and conversation. At 9 a.m. on April 19, states would introduce themselves with a brief description of their work on validation. They would be followed by national perspectives, a multi-state perspective, two state models from outside the region, and then a report of first-hand experience with a JDRP hearing.

After lunch, states were allotted the afternoon to work on their own projects with the support of one consultant serving as a resource to the group. An optional presentation on evaluation procedures and techniques was scheduled for 3 p.m.

Beginning at 8 a.m. April 20, the tentative agenda planned for a panel discussion by all the consultants on questions provided to them first by Dr. Ben Harris and then by participants. Information on the National Education Practices File would be provided by Sharon Adams,* then the remainder of the morning would be devoted again to state team work and to reports of their work. The conference would end at noon.

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*The SEDL/RX was chosen as one of 12 pilot sites for this file, a creation of Bibliographic Retrieval Services of New York designed to fill the need for a nationwide system for collecting, organizing, and communicating information about educational programs, practices, and materials.

The final agenda did indeed follow the tentative agenda, with the addition of question/answer sessions following each presentation (see page 37). Mr. Bill Reaves, former school evaluator and current intern with the Texas Association of School Administrators, agreed to present the optional session on evaluation from the LEA perspective (see pages 39-85 for texts of presentations). As it turned out, state groups were so involved in their work that no one attended the optional session.

Evaluation Plans

At a February 23 meeting, the SEDL/RX staff discussed progress on conference details, including an evaluation plan. Discussion centered on previous SEDL/RX-sponsored activities which the staff knew had affected participants, but for which there was no documentation. The staff wondered if what appeared to be cause-effect relationships could ever be accurately traced, but decided to try. The evaluation plan which resulted called for the administration of an evaluation form at the end of the conference, a second one six weeks later, and the use of an objective participant/observer to observe each state team and provide a perspective for the region.

In addition, SEDL/RX staff members would each be assigned to work with one state team to get a better understanding of its progress and observe their activities with the resource person assigned to the group. The staff would also listen for informal comments about the conference made in group work or in conversation.

This evaluation plan expanded on April 4, when the SEDL/RX staff met to discuss evaluation procedures. If we were to know if the conference had any immediate effect, we would first need to know how participants felt before the conference began. A pre-test was therefore suggested and the SEDL/RX Research Assistant in evaluation designed one consisting of 12 questions (see page 113). The questions asked for participants' opinions about state validation procedures and various elements of them, such as replicability, on-site visits, and the training of validation teams. The pre-test also asked about the establishment of a regional validation procedure. The same 12 questions were then added to the original conference evaluation form,

creating a post-test to determine if the conference had any immediate effect on opinions. The pre-test was administered the morning of the first day. It was intended to be given immediately upon convening, but was unfortunately overlooked until about one hour into the conference. The post-test (see page 115) contained 34 questions, including four open-ended questions with space for written answers. In addition, presenters were asked to complete a 13-question evaluation form (see page 117). Results of the formal evaluation begin on page 123.

Plans for a follow-up evaluation six weeks after the conference were delayed by the intervening requirement to write a proposal for renewed funding of the SEDL/RX. In late July, a form was mailed to all participants requesting information about their use of data or materials from the conference (see page 121). In the meantime, however, informal followup via telephone calls and requests for services indicated that the conference had made an impact. In New Mexico, for example, a third draft of the state's validation procedures was sent to Jack Lumbley for his review. Lumbley met with the New Mexico team in August to create the final version. In Texas, the state team wrote a paper at the conference outlining the pros and cons of extending its validation process to content areas. At the May 21 meeting of the Demonstration Schools Network Advisory Committee, the paper was discussed and the decision was made to expand the process.

On May 11, Dr. Ben Harris, the participant/observer, met with SEDL/RX staff to share his perceptions of the conference (see page 145).

The Site

The site for the conference was relatively neutral--the 5th floor conference room at SEDL. Having the conference at SEDL provided a unifying element--participants could become more acquainted with the SEDL/RX home, be away from the distractions of an SEA, and also be close to their hotels and other downtown Austin attractions for their free time.

Communication

Throughout the planning period, close contact was continued with the task force, the SEDL/RX Advisory Board, the participants, the resource people, and the SEDL/RX staff. As each stage progressed, the conference coordinator notified the affected person(s) by telephone, letter, or conversation.

On April 5, for example, a letter (see page 33) was mailed to participants giving them details about the hotel, conference site, reimbursement procedures, and travel costs. The letter explained that each team needed to choose a spokesperson to present the state's introduction the first morning, and asked them to bring materials describing their state's validation work to be displayed on the materials table, shared with other states, or given to them. Original plans to distribute Linda Reed's paper on the state-of-the-art with this letter were changed when the paper's revisions were not ready. The letter therefore informed participants that the paper would be available at the hotel when they checked in. Participants were encouraged to read the paper, use it during the conference and give comments on it to SEDL/RX staff, either orally or in writing.

Support Services

One crucial, but often overlooked, element in conference planning is the role of support services for the conference coordinator. The SEDL/RX Senior Secretary was responsible for typing everything related to the event: contract and other letters, packet contents, agenda, evaluation forms, and so on. She was also responsible for name tags, arranging for refreshments, making and changing hotel reservations, occasionally providing transportation to and from the airport, and processing expense forms. She also typed this document. Without accurate, creative, and responsible support services available, a conference is in severe trouble, if not doomed.

Conclusions

The regional validation conference was designed to provide human and material resources, state team time and cross-team sharing, and an opportunity to create or at least work toward a useful product.

The conference also provided time for participants to hear resource people, to question them in a large group setting, to work with them on specific issues, and to take advantage of their expertise during the state team work. This provided the opportunity for airing various viewpoints. Keeping the state teams down to a maximum of five people provided manageable numbers both for the teams and for the conference as a whole. Scheduling the conference for a day and a half allowed participants to be away from their offices for as short a time as possible and still benefit from concentrated study of an important issue. The days could have been scheduled to begin earlier and end later, but relaxation time is also integral to work, and free time allowed participants, planners, and resource people to get to know one another more informally.

In summary, we have found several core elements which are important in planning and conducting a conference:

- conduct the needs sensing in a variety of ways to be certain final results will be valid. For example, if participants are different from the people who originally recommended the conference, check with participants for their viewpoint. In addition look for verification from relevant print sources if available;
- know the levels of awareness of participants and match human and material resources to those levels;
- base the conference on specific participant needs and organize it to meet those needs as efficiently as possible;
- give yourself extensive planning time (4 - 6 months is not excessive);
- establish frequent, informative, and accurate communication with participants and presenters;

- get adequate funding to pay for such things as participant/presenter travel costs, consultant fees, reproduction of materials, stipends, food, and site costs.

- consider physical comfort as well as intellectual stimulation. Provide adequate time for breaks, lunch, starting, and stopping, then stick to the schedule;

- this conference was designed to include both regional and state needs, so small- and large-group time was allotted;

- it is possible to give participants "homework" in advance, request that they finish it before they come, and expect them to do it. It requires persistent emphasis that the work is important and will be dealt with specifically, and it is then imperative that the assignment be used at the conference and not simply referred to or overlooked entirely;

- participants can determine their own activity for a period of time at the conference if the conference coordinator involves them in early planning and keeps in nearly constant touch;

- an objective participant/observer who is more observer than participant (in this case, Dr. Harris) can be valuable if care is taken to choose the person carefully;

- it is tempting to look forward to the close of a conference as the end of productivity on the topic. It is therefore easy to "lose" any hoped-for effects which might occur as a result by not following up with participants several weeks later. Evaluations administered the last day of a conference can only register immediate reactions. Follow-up evaluations provide participants time to consider new information with the distance of both time and space and also to implement new approaches.

I. PREPARATION FOR THE CONFERENCE

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

January 16, 1979

THIS LETTER SENT TO THE FOLLOWING PEOPLE:
Dr. Sara Murphy, Arkansas
Dr. Ron Dearden, Louisiana
Mrs. Susan Brown, New Mexico
Mrs. Wilda Copeland, Oklahoma
Mr. Vaughn Aldredge, Texas
Mr. George Blassingame, USOE Region VI

The SEDL/Regional Exchange has appreciated your help on the Educational Program File Task Force, and we would like to ask your advice again.

The SEDL/RX Advisory Board has expressed interest in a two-day regional conference on validation procedures for exemplary programs. We are proposing to bring a team of people (5-8 persons per team, designated by the state's SEDL/RX Advisory Board member) into Austin to consider validation concerns and strategies. It seems appropriate to share and to learn both as a region, and as an individual state, so we've suggested a team approach.

Why have a validation conference? It appears that SEA's are becoming more and more interested in file building which includes awareness and recording of the state's exemplary programs--many of which are non-JDRP and non-Title IV C programs and projects. As thoughts turn to evidences of effectiveness and replicability, questions arise: What validation needs do we have? What validation procedures and strategies are appropriate? What have others done in validation?

Answers to these questions are not easily found. The Exchange suggests that one way of finding these answers might be to consult as a region with selected resource people and sample state models, and then to take some time to work within each state group to concentrate on its own needs. But to find the right resource people, to review the most appropriate models, and to raise the most significant validation issues, we need your help.

May I ask you to take some time to respond to the attached questions? We ask them because we are interested in designing a conference that you will find useful and worth your time to attend. You may prefer to attach already-prepared material in answer to some of the questions; at the same time, you may wish to write short answers to others. Please return your responses to me by January 26, if possible.

I am planning to call you on January 22 to sound you out on two things:

- Dates suggested for the 2-day conference; week of March 19-23 or the week of April 2-6;
- Any difficulties or concerns regarding the attached questions.

I will be glad to discuss any other matters of interest regarding this conference at that time.

I appreciate your dealing with all of this paper, and I know your perspective will be truly helpful in designing this conference.

Thank you for your time and consideration.

Sincerely,

[redacted]

Janis O'D. Schechter
Dissemination/Linkage Training

JS/ta

Enclosure

cc: Preston C. Kronkosky
Sharon Adams

REGIONAL EXCHANGE

PLANNING INFORMATION FOR SEDL/RX VALIDATION CONFERENCE

1. Please describe the current status of validation procedures in your SEA. Is there a statewide process, or are there several processes in use?

_____

_____

_____

_____

_____

2. Is your current method of handling validation satisfactory? What would you like to change, improve, or delete? _____

_____

_____

_____

_____

3. The SEDL/RX Advisory Board has expressed strong interest in a region-wide gathering of people interested in validation. It has been proposed that a team from each state might consider validation issues, in general, and its specific state needs in particular. Would a team from your state be interested in: (please check all that apply)

☐ A discussion of important validation issues and concerns, such as: (please list)

_____ _____

_____ _____

☐ Description of various validation models currently in use.

☐ Time for your state team to work on your own state validation concerns together, with a resource person if desired.

☐ Discussions concerning a regional validation procedure for the SEDL/RX Education Program File.

☐ Other (please explain) _____

_____

_____

_____

4. The SEDL/RX has recently been selected as a pilot site for a test of the proposed National Program File. Would a discussion of our region's participation in this pilot test be of value to you during this conference?

5. Suggested resource people: Bill Hinze of OE, who is currently revising Sharing Educational Success, a description of the IVD process; Greg Benson, Director of the National Program File; John Osborne, Director of the Dissemination and Utilization Division of the Michigan SEA; Joan Miller, Coordinator, Educational Programs and Studies Information Service: New York SEA; Richard Brickley for the Pennsylvania Diffusion Plan. Are there other resource people whom we should consider for specific tasks?

6. Suggested resource materials: JDRP's Ideabook Sharing Educational Success. Descriptions of procedures in Alaska, Michigan, New York, Pennsylvania, and Texas. What other materials should be included?

7. These are some of the possibilities for a regional conference on validation. What other items or concerns should we keep in mind as we go about planning the conference?

OBJECTIVES FOR SEDL/RX VALIDATION CONFERENCE

- To give participants the opportunity to explore the state of the art in validation by giving them access to:

  . knowledgeable and experienced people representing a variety of perspectives

  . material resources representing both policy and procedural aspects of validation issues

- To provide the time and the environment for each SEDL/RX state team to work on its own validation concerns:

  . with the opportunity for interaction with other experienced people

  . with a number of significant material resources close at hand

- To arrange a forum where participants from the SEDL/RX region, along with other resource people with varying viewpoints, may exchange experiences, information, and concerns about the establishment and/or maintenance of validation procedures.

- To begin to pool the collective knowledge of the SEDL/RX region regarding validation, and to begin to identify from that pool the essential elements of a validation procedure.

EXPECTED OUTCOMES OF THE SEDL/RX VALIDATION CONFERENCE

All participants will have . . . . . .

- increased their familiarity with issues, options, concerns, and models in validation
- increased their familiarity with validation procedures in the SEDL/RX region

State teams will have . . . . . .

- engaged in some significant work on their own validation concerns
- received some material resources which will be useful back home as well as at the conference
- made contact with some experienced people inside as well as outside the region who may be of further help in the future
- formed a clearer notion of the ways the SEDL/RX could be of further assistance in their validation work

SEDL/Regional Exchange staff will have . . . . . .

- had the opportunity to assist clients in meeting validation needs
- increased its understanding of specific validation issues in each of its client states
- become better prepared to be of further assistance

Resource people will have . . . . . .

- shared their perspectives on validation by being information-givers as well as listeners and helpers to individual states
- gained an understanding of the resources and experience of SEA people in the SEDL/RX region

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

February 27, 1979

[redacted]
RMC Research Corporation
111 Bow Street
Portsmouth, New Hampshire 03801

Dear Christine:

This is to follow up our phone conversation today regarding SEDL/Regional Exchange's Validation Conference in Austin, Texas on April 19-20.

Our Exchange serves five states: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas, and they are each in a different stage of development with regard to a statewide validation procedure. Nevertheless, they have requested a regional validation conference which will meet both regional and individual state interests.

We hope to make this conference a working conference. Each state has been asked to send a team of 3-5 people who can work on validation issues and problems confronting that particular state. While the teams are in Austin, we hope to present significant resources in validation, and to provide the opportunity for each state team to work on its own with a resource person.

I believe that the perspective that you have from the work you have done in validation would be of great interest to our states. I also think that the individual state teams would profit from your assistance with their own state plans.

If you are able to be a presenter/resource person at our conference, we would agree to pay for travel, meal, and lodging expenses plus a consultant fee of /day. We would estimate those costs to be:

Airfare from Manchester, N.H. to Austin, Texas	$390.00
Other travel costs (includes travel to and from airport).	40.00
Meals for 2 1/2 days	45.00
Lodging	70.00
Consultant fee for 2 days onsite and 1 day preparation .	_____
ESTIMATED TOTAL . .	$

As required by our NIE grant, we would also need to have your social security number and a copy of your resume on file.

SEDL

Ms. Dwyer

February 27, 1979

Please call me if you have any questions or concerns regarding any of the above. I look forward to hearing from you soon, and I hope that we will see you in Austin in April.

Sincerely,

Janis Schechter

Janis O'D. Schechter
Dissemination Specialist

JS/ta

cc: Preston C. Kronkosky

30

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

March 28, 1979

Dr. Ben M. Harris
Department of Educational Administration
College of Education
Education Building 310
The University of Texas at Austin
Austin, Texas 78712

Dear Ben:

I am pleased to learn that you will be able to assist us with the SEDL Regional Exchange's (SEDL/RX) Regional Validation Conference/Workshop at SEDL, April 19-20, 1979. The enclosed yellow sheet identifies the Expected Outcomes of the SEDL/RX Validation Conference. The enclosed green sheet identifies the Objectives for SEDL/RX Validation Conference. Also enclosed is a copy of the tentative agenda for the Conference.

As we discussed, your role would be to:

1. attend the presentation sessions Thursday morning and afternoon so that you would "hear" the same things that the SEA participants hear (our SEA's are Arkansas, Louisiana, New Mexico, Oklahoma, and Texas plus the appropriate Education personnel from OE Region VI);

2. be an unobtrusive observer in each of the five concurrent individual state team time meetings (1:30-4:30 p.m.) and the Optional Session (if it materializes at 3:00 p.m.);

3. report to the group and SEDL/RX on Friday morning (during the 8:30 a.m. - 9:30 a.m. session and/or the 11:00 a.m. - 11:40 a.m. session) on the questions or concerns that you observed/heard during the Thursday afternoon sessions -- what were the concerns/questions common to all 5 SEA's; 4 SEA's, 3 SEA's;
   How were the SEA's similar?
   How were they different?
   What seemed to be common underlying themes?
   What are the implications for SEDL/RX in addressing the concerns on an individual state basis? on a region-wide basis?

4. advise me (Friday afternoon or at a later time) as to what you see as our next steps in terms of Region-wide Validation Procedures.

In addition, if your Thursday evening commitments permit, we would be pleased to have you as our guest during the informal dinner and the ensuing continuing discussions.

For your involvement in the above, we are budgeting the following amounts:

2 days of consultative services at $ /day	=	$
lunch $5.00 and dinner $9.00 on 4/19/79	=	14.00
Total	=	$

Oh, by the way, our consultative services guidelines require that we must maintain a written report for our files on the results of all consultations charged to a grant or contract. This report must include, at a minimum:

1. The consultant's name, dates and hours of work, and amount charged to the grant;

2. The consultant's social security number;

3. A vita delineating the consultant's qualifications to perform the work/services requested;

4. A signed Consultative Services Contract (see the enclosed);

5. The names of the grantee staff to whom the services are provided; and

6. The results and/or products of the consultation.

Currently, we have sufficient information for items 1 and 5 above. On or before April 19, 1979, would you please furnish us with the information required in items 2, 3, and 4 above. On April 20, 1979, would you please furnish us with a copy of your analysis and/or synthesis (it doesn't have to be "smooth" or "polished"). That, plus our own documentation should satisfy the requirements of item 6 above.

If at all possible, please contact me or Ms. Jan Schechter (512/476-6861 ext. 270 or 304) during the period April 9-12, 1979, to further define your proposed role with us. We are looking forward to hearing from you and working with you.

Sincerely,

Preston

Preston C. Kronkosky
Director
Field Services and Dissemination

PCK:bd

Enclosures

cc: Ms. Jan Schechter

Southwest Educational Development Laboratory
Austin, Texas 78701

March 22, 1979

(This letter sent to Dr. William Hinze and Ms. Christine Dwyer)

I am delighted that you will be able to be a resource person at our validation conference in April. It seems that interest in our conference has been shown by at least three other SEA's outside our region, so we may have eight states and three Exchanges represented.

Our main focus is, of course, the teams from the five SEDL/RX states who are coming to the conference with all kinds of needs and concerns regarding validation. From the planning information we received, we determined that our people are interested in a state-of-the-art review of validation, especially as it pertains to the development of state validation procedures. Also, they are interested in having individual team time with a resource person to work on their own specific validation concerns. With these items in mind, we have tried to design a one and one-half day conference that our clients will find useful.

Our major focus in the design of the conference is access to a variety of resources and the opportunity to work with those resources on an immediate problem or plan. I have enclosed our conference objectives, expected outcomes, and tentative agenda. Please call me with any questions, concerns, or suggestions you may have.

In January, a planning questionnaire was distributed to selected people in our states. Allow me to review some of the things that were stated.

Louisiana: No validation procedures is in effect now, but a commitment has been made by the Dissemination Task Force of Louisiana's Special Purpose grant to construct one. They are especially interested in "funding procedures, housing and staffing, and composition of the team." (I am assuming the last two items refer to site visits.) Louisiana is primarily concerned with an orientation to state validation procedures.

New Mexico: "There is not a state validation process in New Mexico; however, the first draft describing such a process has been written and reviewed by four staff members. As a result of that review, a second draft has been prepared. Please note, however, that this second draft has not been reviewed by SDE staff as yet. Also the nomination and self evaluation forms have not been designed. I will be glad to bring these additional items with me to the conference and share them with the other state representatives, providing the information has been reviewed and approved by our SDE cabinet." "Our primary concern would be assistance in reviewing the draft of our proposed validation procedures and models and suggestions for implementing the procedures." (New Mexico's draft is enclosed)

Oklahoma: Several people from Oklahoma responded to our questionnaire, and I will attempt to summarize the remarks. Oklahoma does have a statewide validation process and uses the current IVD forms. Oklahoma representatives have expressed the following concerns:

- "We would like to shorten the forms"
- "We have a concern which relates to method for handling those programs which appear on their face to be effective, but which have not been handled so that statistical analysis can properly be applied"
- Site visits: "length of visit, size of team"
- "Establish better relationship between state validation results and reaction of national group to state report"
- "A need for a system for reporting so that reporting can be compared without having identical validation procedures"

Texas: Texas has a statewide validation procedure for validating programs using the individualized instruction teaching technique. They are now contemplating an expansion of that procedure beyond the one teaching technique and are asking such questions as:

- "What purposes are there for validation?"
- "Should our expanded procedure build in the grooming of the program for national validation?"

March 22, 1979

Texas: (cont.)

- "What kind of emphasis on replication makes sense when there are no funds for statewide model programs?"
- "Should there be different kinds of evaluation" Is a site visit always necessary?
- "What about limiting the scope of the statewide model program?
  - fill in the 'gaps' in the NDN collection?
  - limit program to one or two content areas?
  - or, don't limit the program at all?"
- "What kind of follow-up should be built in after validation?"

As you have no doubt realized, I have not included information about Arkansas. Arkansas' team has a couple of options in planning its work focus for the conference, and it should have its plans completed by next week. I will send you their ideas and concerns as soon as these decisions have been made. I will also include material describing Texas' validation procedure in the next mailing.

This is already the longest letter I have ever written, but let me add a few more items. We have reserved a room for you at the:

Driskill Hotel
117 East 7th Street
Austin, Texas 78701
(512) 474-5911

The Driskill does not provide transportation to and from the airport (only for Braniff personnel), and the taxi one-way should be $4-$5. Let me know when you are arriving, and perhaps I can meet you at the airport.

Thank you for your patience in reading this letter, and I am looking forward to working with you in April.

Sincerely,

Original signed by

JS/ta

Enclosures

cc: Preston C. Kronkosky
Sharon Adams
Nancy Baker Jones
Morrie Schulman
Karen Olsen

Janis O'D. Schechter
Dissemination Specialist
SEDL/Regional Exchange Project
(512) 476-6861, ext. 306

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512 476-6861

March 23, 1979

(Sent to all conference participants)

I am pleased that you will be attending SEDL/Regional Exchange's Conference on Validation on April 19-20 in Austin, Texas. We have tried to be responsive to the recommendations that our planning committee made, and hope you will find the conference profitable.

I am enclosing a copy of the conference objectives, expected outcomes, and detailed agenda so that you can begin to prepare for the work in Austin. Our planning committee stressed that each state team be given time to work on its own validation concerns and needs and we have built that into the conference agenda on Thursday afternoon. All presenters in the morning session will be available to work with individual state teams in the afternoon. We will begin by tentatively assigning a resource person to a state, but arrangements can be made to give states access to every resource person it wishes to consult. Also, members of state teams may be of assistance to other states, if needed.

Along with the guidance of experienced resource people, we will have several material resources for your use while in Austin. Everyone will receive a copy of a paper written for our conference by Linda Reed, Research and Development Interpretation Service, CEMREL, Inc. (St. Louis). Linda's paper will present a state-of-the-art perspective on validation. In addition, there will be a resource area containing validation models, reports, and sample forms which might be useful as each team works on its own plan Thursday afternoon.

If the Exchange can be of any assistance to you as your team makes its workplan for the conference, please do not hesitate to call me. Perhaps there will be certain documents that we can make available, or perhaps there are certain people that you know you will want to have time with. In that case, let me know and that time will be arranged as conveniently as possible. It might be a good idea for each state team to get together before coming to Austin to discuss the ways you can use the time Thursday from 1:30-4:30pm and Friday from 10:20-11:00am. You might want to be sure you will have all the documents you will need, and perhaps consult interested others who will not be able to attend the conference.

March 23, 1979

We see the conference as an opportunity to provide access to some validation resources and to allow you time to see how useful those resources might be in your situation. Please let us know if there are other ways that we can support you.

As conference time approaches, I will be mailing you some additional material plus information regarding SEDL's reimbursement procedures. If you have any questions, please call me.

I look forward to working with you in April.

Sincerely,

Original signed by

Janis O'D. Schechter
Dissemination Specialist

JS/ta

Enclosures

cc: Preston C. Kronkosky

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512 476-6861

April 5, 1979

(Sent to all conference participants)

There is actually a hint of warm weather in Austin, and hopefully it will continue through April 19-20. We are all looking forward to your participation in the Validation Conference, and are trusting that the weather forecasters will give us some support.

Enclosed is a copy of SEDL's reimbursement procedures. We have made reservations for you at:

The Driskill Hotel
117 East 7th Street
Austin, Texas 78701
Phone: (512) 474-5911

The Driskill does not provide transportation to and from the airport (only for Braniff personnel), and the taxi going one-way should be $4 - $5. The Driskill is a 5 minute walk from SEDL which is located at Southwest Towers, 211 E. 7th Street, on the same side of the street as the hotel.

The conference will be held in the 5th floor conference room. We will post signs near the elevators to direct you, and there will be several SEDL/Regional Exchange staff members on hand to greet you.

I have a request of you. Would you collectively select someone from your state team to introduce the team members and give a brief, 5-minute explanation of what your state is doing/or preparing to do in validation. Perhaps, also, you might indicate how you expect to use your state team time. This will be our first activity Thursday morning (after the pastries of course!).

A table in the conference room will hold resource materials available for your use during the conference. We hope that you might bring copies of materials that describe validation work in your state. Perhaps you have a description of your state's procedure, a catalog, or a policy statement explaining your perspective. Teams from other states may receive guidance from what you have already learned. The materials may be loans for the duration of the conference or they may be hand-outs. Be sure to let me know how you would like your materials treated. I am enclosing a sheet describing a sampling of other materials we will have available.

One more item. I have made reference to a paper which Linda Reed, Research and Development Interpretation Services, CEMREL, has written for the conference. The paper, a state-of-the-art in validation, has just been received in first draft form. Revisions need to be made in the paper, and I will not be able to mail the paper to you as I had hoped. I will, however, have your copy available to you when you check into the hotel Wednesday night. Please ask for it when you register. I think that you will find the paper to be a quick, readable stage-setting for conference, and I hope you have a chance to read it and use it during the conference.

In any event, I look forward to seeing you soon, and working with you.

Sincerely,

Janis O'D. Schechter
Dissemination Specialist

JS/ta

Enclosures

cc: Preston C. Kronkosky

II. THE CONFERENCE

SEDL/RX VALIDATION CONFERENCE AGENDA

April 19-20, 1979

Thursday, April 19, 1979

8:30-9:00am	Get Acquainted (coffee, tea, juice, and pastries for atmosphere)
9:00-9:20	Introductions Review of Agenda
9:20-9:50am	Dr. William Hinze, Division of Education Replication (OE) will speak about his revisions of the IVD Handbook, Sharing Educational Success
9:50-10:00am	Question/Answer period
10:00-10:30am	Ms. Christine Dwyer, RMC Research Corporation will speak on the IVD process from the perspective of her recent study of five states' validation procedures (for the National Association of State Advisory Councils)
10:30-10:40am	Question/Answer period
10:40-10:50am	BREAK
10:50-11:05am	Illinois' validation procedure Mr. Bud Grossner, Manager LEA Services Illinois State Department of Education
11:05-11:10am	Question/Answer period
11:10-11:25am	Michigan's validation procedure Mr. John Osborne, Supervisor Experimental & Demonstration Programs Michigan Department of Education
11:25-11:30am	Question/Answer period
11:30-1:00pm	LUNCH
1:00-1:20pm	"Living Through and Living With a Validation Procedure" Dr. Preston C. Kronkosky, Director Field Services & Dissemination (FS&D) Southwest Educational Development Laboratory (SEDL) Mr. Jack Lumbley, FS&D Evaluator Southwest Educational Development Laboratory
1:20-1:30pm	Question/Answer period

SEDL/RX VALIDATION CONFERENCE AGENDA
(continued)

Thursday, April 19, 1979
(continued)

1:30-4:30pm	Individual State Team Time with Resource Person
3:00pm	OPTIONAL SESSION: "A local school district looks at evaluation" Mr. Bill Reaves, former evaluator with school district in Grand Rapids, Michigan and currently an intern with the Texas Association of School Administrators.

Friday, April 20, 1979

8:00-8:30am	Eye-Opening Ceremony (coffee, tea, juice, and pastries will be essential elements in the ritual)
8:30-9:30am	Panel of Conference Resource People--each panel member will be asked to respond to two-three pre-arranged questions, and then questions will open from the floor
9:30-10:00am	Sharon Adams will discuss SEDL/RX's participation as a pilot site in the National Practice File, as well as SEDL/RX's Regional Program File pilot test
10:00-10:10am	Question/Answer period
10:10-10:20am	BREAK
10:20-11:00am	Individual State Team Time: Continue previous work, talk to resource people, discuss implications of the morning's sessions
11:00-11:40am	Conference recommendations: Based on experiences, resources, plans, what advice would you give to people working on validation procedures concerning issues, scope, essential elements, resources, purposes?
11:40-12:00 noon	Closing Remarks (especially ones you won't want to miss about reimbursement forms, conference evaluation, and rides to the airport)

PRESENTATION BY DR. WILLIAM HINZE

Back in 1968-69 when we were deeply entrenched in ESEA Title III, Congress had given our program a commitment to do some dissemination and we wrote into all the programs that were funded federally a percentage or a certain sum of money--a line item--called dissemination. Some money was allocated and was supposed to be spent for that purpose. But we found that there was a lot of paper shuffling about other people visiting one another and we weren't so sure that some of the processes or products that were being distributed were really worthy of dissemination. We felt that there had to be some way that we could determine the value of the products which were being disseminated.

So we began to write to the state departments and say, "What method, what way, do you determine whether or not a project has some worthwhile material to distribute to other colleagues across the state?" We found that there were maybe three or four states that tried to do something about determining the value of the products or the processes which were being funded federally but there was naturally no uniform way of determining that.

So we began to poll our group and say, "Now look, whatever you're doing let's put it down on paper and give us a chance to look at it; why don't you check with some of your local project people to determine whether or not they are interested in having some way of determining the value of their effort?"

I don't know to what extent you're familiar with the way Title III seesawed back and forth from the federal administration to state administration to partially state administered, partially federally administered, but finally it ended up with 15% of the funds retained at the US Office level for administration and 85% of the funds retained by the state. We thought

that it would be well to get some uniform process and so we had the LEA's and SEA's working with each other to develop what they thought was their way of evaluating or looking at programs.

I am not using the term "validation" yet because it wasn't really coined at this point. We really didn't know what we were looking for at that point either, and I can remember we invited all the state education agencies' Title III people to St. Louis and we had our first opportunity to look at what was supposed to be a way of evaluating programs. To make a long story short it was a year and a half of real hard work cutting and pasting. We tore, literally cut and pasted, the book that was tentatively written in St. Louis and came up with a handbook. At this point the term "validation" came about and we got the Identification, Validation, and Dissemination Handbook--the IVD Handbook--and that in turn was sent out to the states.

States reviewed it and sent us their comments for revisions and ultimately it was printed in final form and disseminated to all the states. Then we had to develop a training program. We developed ten regions. They went back and trained their people within their region. We've trained 300-400 people in the effectiveness/success area, which is basically the evaluation part of it, the resource specification, and exportability.

The handbook has probably gone through three revisions; this the fourth one. Initially it was geared for Title III, but then we decided that it was such a good document that we should include all other programs. So we took out all the references to Title III, other than a little history, and piloted it with five Title I programs in and around the Washington area. That was a real interesting experience because Title I at that point had no objectives that were identified with any of their programs and the validation effort is based on objectivity. So, Title I really had to write objectives

for the project that they were piloting the process on. The process has been used for other programs. Career education has used it, but basically we're trying to get it universally acceptable for any program that has objectives and can get some hard data.

We actually started with seven projects about 1968. We sent a consultant at World Wide Consultants in Salt Lake City about 150 projects' evaluation data. He reviewed it and then selected 25 of the programs, went to visit those programs, and ultimately came out with seven Title III programs out of the whole nation that he thought were worthy of validation. From there we got the idea to go on and expand the process to what it is currently. Right now we must have about 200-275. We haven't had a great deal of activity in validation recently because the lack of emphasis on validation in our office has caused us not be as active as we should have been. We haven't had a chance to keep tabs on the states as to how many projects they have validated as such but it's closer to 275 than it is to 200.

Let me pass out these handbooks. Turn to the first page and in the middle of it in big bold print put DRAFT. This latest revision was generated in Seattle, Washington. This document as I said, was developed out in Seattle, and Dr. Al Ellwell was part of our team that worked on it as was Dr. Bill McDougall, a professor of Education at the Washington State University in Pullman. Dr. Bill Davis, one of the state facilitators who is working in the Colorado facilitator function, and Leonard Nackman, the evaluator for the state of Minnesota, were also involved, We literally--again--cut and paste, wrote on the blackboard and erased and put it back up again and came up with a document. I took it back to Washington, edited it and tried to put some finishing touches, then sent it out to what I call the Torrid 19.

A year ago we had a few bucks left to do some evaluation and we wanted to get some first hand information from people who had been involved with validation over the years. So I contacted 25 people and 19 ultimately showed up. We spent two days looking over some issues and policy decisions that had to be made relative to validation and, based on that group's work, the revision reflects all of their attitudes. In May 1979, we're going to have that same group. Nackman, Davis, and McDougall are coming and we're going to put on some finishing touches. I'm going to share some of those ideas that we are going to incorporate in this document and hopefully that will be it. Then we will go through the process of getting it cleared through our office of management and budget so that we can begin to do some planning for training people in this version. I am a little reluctant to say "this version" and yet we're trying to make this a little more comprehensive and a little more rigid in its outlook. On page one, a statement will be identified indicating that anyone who participates in this activity or process is doing it on a strictly voluntary basis. If we had any inclination to make it mandatory, it would have to be checked much more rigorously by the office of management and budget. As such they have to have some indication that it is a voluntary process, that people who want to get involved in the validation effort are doing it of their own free will and that we are not imposing this great document on them. As you well know, those of you who have seen the previous document, this is not quite as formidable and I hope that will definitely be a plus.

In the basic introduction, then, we have what the two validation programs are. The term "validation" is used interchangably with "JDRP" and "IVD" and I have a little problem with that myself. I don't know how we can resolve that; I'm hoping we can make some kind of delineation and not call them one and the same because they are not the same. JDRP (Joint

Dissemination Review Panel) came into existence about five or six years ago when Dr. John Evans approached OE Commissioner, Dr. Marlin, former superintendent of Pittsburg public schools with the idea of developing a kind of good housekeeping stamp of approval for the Office of Education to be put on some practices or programs which the office felt were of value for dissemination. So it was first the Dissemination Review Panel, made up of Office of Education people. When the National Institute of Education came into existence and began looking at dissemination of activities, they felt it only proper to include people from that office as well, so now there are 11 people designated from NIE and 11 from OE who make up a panel of 22 to pass judgment on programs. They only need seven for a quorum and that's generally what shows up. That's how the DRP became JDRP, the Joint Dissemination Review Panel. I'll get around to doing something about trying to identify the two different JDRP and IVD concepts; it's a conundrum and were going to have to work it out and I hope we can do it without jeopardizing one or the other activities.

On page five we have a description of the state-level IVD process which involves those states which have determined that they want to have ownership of an IVD process. We had a request from the facilitator project out in Colorado for those states which had what they considered to be their own IVD process. Colorado was going to make an analysis, so I identified 13 that I felt had something concrete that they could send to the people in Colorado. Ultimately they did get nine and when it was cut and dried, the process wasn't all that different. It's basically the same IVD process with a few little frills and innovations and the major thing is that they were using in-state people as validators. We had previously considered that to be a no-no. We had had out-state people so that we wouldn't have to deal with nepotism, or influence, or whatever, but basically that was

the only difference, that more states had their own people doing the job. Michigan is probably the most organized. Basically it is the same except a little more strict with the people they deal with at the LEA level. That's basically what the state level SVD process is all about.

On page six, we're hoping that we can expand the kinds of activities that the JDRP will accommodate. They have accepted the idea that they can only deal with the traditional research design comparing two treatments. We're hoping that we can ultimately get them to accept process kinds of programs, programs that deal in the affective area that would be great for the gifted, for instance. There are all kinds of programs that we feel should go through that panel so that we in turn could get them in our National Diffusion Network.

On page nine, we had to acquiesce a great deal. We're going to permit states to use in-state people. The pressure has been applied from above our division that all states should be involved. If we have as many as 13 states which have their own programs with in-state people as validators, we need to incorporate them within our national effort. But what we're doing here in item #3 is to recommend highly that team leaders be selected from out of state, though in-state people can be used.

The next page deals with the levels of validation. We're expecting that once a project is validated and it has the kind of material that is needed to go through the JDRP, that it would take that final step and go through the panel for that ultimate good housekeeping stamp of approval. Then you as a state department could determine what level of activity you would accept: maybe a process or product kind of validation, which might be a criterion referenced test instrument, for instance, or a handbook, or a curriculum, or a teacher's guide.

On page 27 begins the team reporting section; we're going to ask that the team respond to the question, "Were the data of such a nature?" Notice we have "yes" and "no." We don't have a Likert scale in this. It's either/or and I think that we'll find it a little more effective this way rather than using the point-system. Did the data reflect statistical and educational significance? Was the impact on the educational area of such a nature to warrant dissemination of a greater nature? You know, statistically if you have a large universe it isn't very difficult to get any statistical significance and it might raise the kids' reading level by a month for a two-year period of time which is not that great, but if you've got enough kids that you've tested, that might be significant. So, we're asking the people to look at this particular item more carefully.

On page 34 we're going to address #3, that a plan for training staff exists. Now in most cases when you are looking at a project that has been in existence for maybe two or three years, their training manual is probably in the head of one of the project directors and we're not going to make it quite as blatant that it exists, that is is planned.

On page 40 is the final recommendation. We want the people to be as hard nosed as possible with this process. If a team says this project or practice is validated, we want them to be able to say, "You have the capability of passing the JDRP panel and it will go through." If they say, "No, we'll approve for state validation but it doesn't have the kind of data that we think the JDRP would accept," we would like to think that the team is going to have to get their halos shined up in good order and in some cases play God. But we want the group to be highly qualified. You'll see the document outlines some criteria for people who are to be trained in this process.

We expect to have as many as three to five people in each state who would be trained and under the circumstances you could ship them from one state to another. We would like to think that we could keep the group relatively small, highly qualified, and well trained. Let me stop and ask if there are any questions.

PRESENTATION BY MS. CHRISTINE DWYER

Let me first mention the NASAC study and I will give you some summaries of the studies after I talk.

As part of a private contracting consulting firm, I get involved in all manner of things and one of the topics that a number of us have been involved in rather heavily over the last year has been validation. We have been working with some of our New England states to develop specific validation processes for some special topic areas. We worked in Massachusetts to develop a process which depends heavily on describing essential elements as well as evaluation effectiveness.

Another Title I effort that we dealt with was in Vermont and that was a very different kind of process. There the identification of projects in validation was left to the contractor to avoid some previous problems that they had had. That again was within Title I and it was a product evaluation/validation rather than a program.

And a third effort along those lines was to develop a process for validation of teacher corps projects within our teacher corps network on the east coast.

Another area that I've been particularly working on in the last year to year and a half has been tracing the experience of adopters over two or three years, the adopters of JDRP projects primarily, but also adopters of some in-state validated projects. We've been looking at the experience that the adopters have had in implementing a project, in replicating effectiveness, and also the retrospective opinion of the adopters about the selection process, about the degree to which the validated project met their expectations, the degree to which validation was in fact accurate was important to them, etc. So I have a lot of interest in that kind of experience. I'll share perhaps a little bit of

that with you as we go through the report.

I am also, from a very selfish point of view, interested in validation because I act as an external evaluator for several Title IV projects. I'm pulling for them and I'm expecting that their designs are strong enough to get them through our state processes as well as hopefully on to the JDRP. So from that angle I also have that selfish interest.

The topic I am going to discuss now is the NASAC study. There were three basic purposes of the study: one was to identify characteristics of projects which choose to enter the IVD and which successfully complete a validation process at a state level. With entering projects, we were looking particularly at evaluation experience, evaluation background, and evaluation design. A second effort was to look at some aspects of the current IVD mechanism as it existed in the states, particularly with the focus on the validation of effectiveness. And a third purpose was describing some of the characteristics of in-state diffusion networks. I am going to concentrate on the first two purposes.

Let me tell you what states we looked at. When we say "state" or "state department," we were talking to Title IV-people, to state facilitators, to in some cases, other people who had responsibility for dissemination from the state level. We visited Florida, Washington, Minnesota, New Jersey, and Colorado for that purpose. To get another perspective we visited some developer-demonstrator projects, which have been JDRP approved. All but one had also gone through its state validation process. The projects were Project Host, which is a reading project; the Seaton Hall preschool in Minnesota; New Model Needs from Ohio, which is a secondary values project; Project Stem from Colorado, a math project; and Project Active in New Jersey which is physical education for handicapped students. In addition to the

developers in each state, we talked to several adopters of that project, some in-state adopters, and in many cases they were adopters who had adopted the project after its state-level validation, not as a result of its JDRP validation. So we tried to get the range from funding agent to developer to validation team to disseminator to adopter to get the whole spectrum. The generalizations that I'll share with you are not intended to be fully generalizable to all states or all experiences. They're a snap shot view of some locale.

Let me list, with brief discussion, some of the characteristics of the projects choosing to enter IVD. One of the things we found in the states that we visited was that financial consideration played a major part. It was sort of a no-choice decision for a lot of projects. Projects had a sense that they wanted to maintain project activity either to do further development or to spread the good word, really believing in what they had done. In many cases, though money doesn't necessarily come directly from validation, validation certainly increases the potential that a project might be able to get some further dollars to disseminate, to do further development, or to spread the word, and that was true whether dissemination was really tied to the process or not. For example, sometimes at the local level a project was motivated to go through validation to build its credibility within its own district, so that long term support in terms of dollars may have resulted from the LEA, not from an external source. Validation was the stamp of approval which might help that to occur. As competition has increased for development funds for new projects or for spin offs of other projects, SEA's dollars for development of new projects have decreased.

More money has gone into dissemination so that the competition, the dollars available for further development, is really keen and validation

becomes more important if it does increase the potential to garner funds from another source. IVD becomes, then, a route to funding support.

Another reason, another characteristic, of the projects that choose to enter the IVD is that they have project directors who are very special kinds of people. They are described to us by state level people as innovators, sometimes mavericks within the system, education entrepreneurs, people in education who had skills that in the past had not been required: public relations skills. They definitely stood out and the project director was certainly crucial in the decision to go ahead and enter the IVD process or to become validated. The actual decision may have rested with someone else within the system, but the project director's willingness to go ahead and ability to carry it through were really key factors. Incidentally, those qualities were ones that were frequently mentioned later on by adopters as qualities that attracted them to the project. I found that true in New Hampshire and Maine also in studying adopters. The public relations skills, the innovativeness, the charisma, all of those qualities attached to the project director have, for some adopters--I'll ad an editorial note--gotten in the way of looking at the projects, perhaps from an evaluator's point of view.

Another characteristic was the role that state department consultants, particularly Title IV-C people, had in influencing the decision to enter validation. That was an area that we found varied tremendously among the states. In some states, the day-one decision to fund a project influenced whether that project would eventually go to validation or not. In other words, the decision to fund a project was almost the same as the decision that the project would go to IVD and all the necessary resources that would make that project ready with evaluation information with materials, whatever,

were provided along the way so that three years from the date of funding, the project would be all set to go through. In some cases, the state level help came much later and almost at the application and self-study phase. The decision to do that depended sometimes on the assumed expertise of the project director. Those without expertise might be given more help all along.

One of the influences that that state level role had on the project, or I think the area where it was most obvious, was in the selection of objectives or the grooming or changing of objectives as the project developed, so that when the project was ready to go to IVD there were objectives and information to back up those objectives which would pass the process; thus the process influenced the kinds of objectives the project has. In some cases, people would tell us that as they got near the end they rewrote their objectives so that they would be more in tune with what they knew the process was demanding. A footnote here--the awareness of JDRP standards has tremendously influenced that role. The emphasis, whether it is rumor or fact, is on measured statistical significance. That rumor is spread out to the hinterlands and to some degree the implication is that initial funding decisions may be based on what is likely to be validated.

I find in New Hampshire that when I go out for a first visit to a project, the first thing that a project will say is, "Can you help me get through JDRP?" And I'll say, "Well, how about getting your project first? Let's talk about what it is that you want to do." You may have run across that experience in some cases too. There are a lot of feelings out there about what is required now.

Another characteristic of projects choosing to enter was that the previous experience with evaluation was really minimal. The staff really had expertise, but this was not true in all the projects we visited, of course. Evaluation was usually an externally contracted part of the project.

It tended to be viewed as a necessary requirement as a way of assuring validation.

Another characteristic was that projects that decided to enter were sometimes motivated by the desire to impress the folks on the home front, to be recognized locally for what they had done. As the IVD processes existed there was a lot of room in PR at the local level and many projects took advantage of this or saw this as a main advantage.

The final characteristic that I'll mention revolves around dissemination. Projects that choose to enter IVD were very naive about what dissemination really was all about. The view from project directors was that it was important to be ready to disseminate. Rarely was anyone ready to disseminate and state department people indicated to us that projects were rarely rejected for those reasons. So there is a feeling that you should be ready, you should have some manuals ready, you should have thought about your training, while in fact, projects rarely were ready and that didn't matter. Now, I have to say that we're talking about projects that went through IVD five years ago and the sophistication of what dissemination is has changed so rapidly that I would hesitate to say that was true today.

Let me mention some of the characteristics of the current IVD mechanism. First, the application phase, the self study phase. In retrospect, many project directors felt that the most valuable part of the IVD process was doing the application, that marshalling all the forces and getting all the material and documentation together to complete the application was the thing that was most important in later going to JDRP and in packaging materials for dissemination. It was a chance to get everything together and once people had gotten everything together there was also an expressed feeling that we did something here that was important; it was an

attitude that carried them through. In some cases in the application phase, the self study phase, the state department role is very intense. A lot of consultant help was provided, particularly evaluation from the state department. The key activity at that application phase is selection of the objectives. I don't think anybody would quarrel with that, that's not really a surprise. One thing that we found was that people collected a great deal more evaluation information that they used in an application. It was selecting the particular kinds of measures, the particular kinds of results, that were felt to be most helpful in getting through validation.

What about perceptions of evaluation needs for validation? The discussions that we had most frequently centered around the evidence of effectiveness part of the validation procedures. Most of the project directors we talked to have gotten a lot of experience. They're well known in the National Diffusion Network, but they still have a mystique that they associate with evaluation and most of them felt very strongly that evaluation had little to do with the relative merit of their project: "There were evaluation results and they were important, we'll let somebody else put it together for us, but I know the project is good for other reasons." I'm sure that's the kind of dual feeling you've run into from a lot of different quarters. So the project director looked at that evidence of success validation in that way.

State department people were rather confortable with evaluation as a tool. They saw the evidence of effectiveness as an important criterion, a sort of a base line way to enter the door and the other kinds of information, the testimonial, the observational, the attitudinal, as frosting on the cake, more than the project directors did.

State facilitators, in the long run, felt that initial validation as

it related to evidence of effectiveness was not that important. They made their decisions or made their comments to people about projects not based on evidence of effectiveness but on informal feedback from the network that exists among facilitators, the information that they'd gotten from adopters that had tried the project. Rarely did anyone look back to see what the effectiveness claim was.

Adopters, on the other hand, found the claims of effectiveness of minimal interest. I've talked to lots of adopters for this study and I've done interviews with probably 50 adopters in New Hampshire and Maine over the last year, and very rarely is an adopter interested in the claims of effectiveness. Frequently you'll hear adopters say, "I knew the project was validated," and pursuing that I'd ask, "Well, what does validation mean to you?" I don't think I found more than one or two people who had any notion of what the validation process entailed. Someone had put the seal on it; somehow it got there and somebody said okay and it was someone at the state level.

The sophistication about validation is one of those areas that may be changing. The first selection of a program for an adopter may not be a very good way to judge the level of adopter knowledge right now. What adopters were interested in when selecting a project were a couple of things. I don't think there were any surprises. The key thing is critical local need--that the project they were going to select matched the needs they felt existed in the home district of the LEA. And if you probed a little, frequently you found that there had been some crisis, however minor, that had precipitated the search for a new project. Be it low reading scores, changing staff, a newspaper expose of what was happening in the schools as far as drugs, vandalism, or whatever. Some crisis precipitated a search for a project. That was the key element that adopters identified

as important to them. Costs were secondary to adopters. If you think of some of the criteria of exportability that relate to the validation process, you might think of validation exportability in terms of what adopters were saying they look for. Adopters are looking for a match to need.

Another thing they're looking for is the availability of some ongoing relationship with that developer, with that project that is going to be a demonstrator. That they're not going to be like a textbook company, that there's going to be somebody there that they can go to when they have a problem. That was very frequently mentioned.

A third thing that adopters indicated as important to them was the readiness of materials and the appeal of the materials that were available from the developer. Uniqueness was not important to adopters. Adopters said things like, "It's something I could have done myself if I had the money or time." The first time I heard that, I was surprised, but I've since heard it from a lot of people and a lot of contacts. I labeled that as the one-step-away phenomenon. It would have to be pretty close to what we could have done at home but they went ahead an did it so let's take it and do it, let's not re-invent the wheel. Uniqueness was viewed by state facilitators and state department people as limiting, and in some cases a liability for diffusion. Of course it makes sense. A project that is going to be unique is going to have fewer potential adopters.

A number of the people that we talked to also felt it was important before making an adoption decision to be able to make an onsite visit. Now remember we were talking to in-state adopters of in-state projects so in most cases that was feasible to do. We weren't talking to people from Texas who had adopted an Ohio project. But my other experience in New Hampshire and in Maine indicates to me that this is not true. So I don't know what to do with that. We have many, many projects in New Hampshire

and in Maine that adopted from other parts of the country and no one ever thought of making an onsite visit. But in the NASAC study the adopters that we talked to felt it was important to see it at the home base, make sure it exists there. New Englanders just have more confidence in the country, I don't know.

Let me mention a few characteristics of the evaluation experience of projects that had gone through state validation. They tended to have fairly traditional quasi-experimental design; some had control groups; the data that they used was objective data, reporting either norm referenced or criterion referenced test information. As I mentioned before, many of them had collected attitudinal, observational information. They didn't report it at the time of the validation. The kind of evaluation needed for the IVD they viewed as not the type of evaluation generally useful at the LEA level. This was a special kind of thing. This isn't how we usually evaluate the worth of our programs. This may be why we're having trouble getting adopters to evaluate their replications.

I've mentioned exportability from the AA* level already. Some of the considerations they thought were important were the potential match between a project and LEA. But it's really the market place that takes over and the things I mentioned before are the market place concerns: need, ongoing support, materials, cost. "Let us decide about the cost," was what AA's were saying. "I'm not going to reject on the basis of cost unless it's outlandish. We'll make those decisions." [*Adoption/Adaptation)

The question of validation affording identifiable advantages to adopters was one thing we wanted to find out--basically people did feel that it did provide consumer protection. I characterize it along a couple of lines. One thing it does, and I think this is very often skipped over, is outline and define the project. The nature of the validation process--the application, the self study phase, the explanation to other people--helps to define the

elements that are critical to the project. It seems so simple, but those of you who have visited a number of projects, or talked to a number of people who are trying to express to you what their projects are all about, will have some sympathy with what I'm saying. What are those key ingredients? Validation helps the project answer that. It ensures the development of reliable documentation, so therefore it reduces risk. It doesn't eliminate risk, but it reduces risk. There are significant cost reductions in terms of development, and validation identifies some particular persons who themselves become sharable products. One thing that validation has done has been to identify some key people.

Another issue that we dealt with in the executive summary has been incorporated into the new IVD manual and that is the relationship between IVD and JDRP. That was the constant topic of conversation and one that lots of people were upset about: too much duplication of effort. Other people were saying the IVD is a much stronger process than the JDRP because it allows for the onsite visit and it's real people talking to real people. Alternatives were discussed and across states that was a definite area of interest.

One other which I'll mention briefly is the life span of validated projects. In the states that we visited, validation had been going on for awhile and projects that were validated quite a few years ago were still in the market place. And there was concern expressed by some state level people, some projects, and some state facilitators that a life span be established for projects, that re-validation occur after a particular time if a project wanted to continue disseminating. I think it was John Row, the project director of New Model, who said, "If you were a textbook, after five years you'd consider a textbook revision. Give us some time to revise and come back again." On the other hand some people from states and state

facilitators were saying that lots of newer and great things have been developed in the meantime; five years ago was five years ago; let the old guys out and allow some room for new people to come in. So those were the life span issues and the JDRP and IVD were things that we didn't intend to talk about or ask questions about but were on lots of people's minds.

Let me lead into my remarks by telling you a story about the Cracker Jack Dog Food Company, the biggest dog food company in the United States. They called their annual meeting and had an auditorium full of people. The president is up before the group, giving them a very motivated speech, and he asks the group, "Who has the best dog food in the United States?" And the group stands up and hollers, "Cracker Jack Dog Food!" Then he says, "Who has the best sales force in the United States in the dog food business?" And they stand up again and yell, "We do, Cracker Dog Food!" Then he asks another question, "Who has the best management?" And the Cracker Jack Dog Food people stand up and holler, "We do!" And the president says, "Then would somebody tell me why our sales are so lousy?" A meek little person stands up in the audience and says, "Because the damn dogs don't like it."

I use that because I may be different from many of the other people that you're going to talk to today. In my role with the state agency, I see myself as the advocate of the dog, or the advocate of LEA, the user. In Illinois we have a newly created department called LEA Services which is a staff of about 100 people with the sole responsibility of providing technical assistance to school districts. We're very committed to that effort and we find that we are quite often thrown into the role of an advocate for the LEA's. Many times that advocacy calls for us to take on our own agency. In fact quite often, to be quite frank with you.

But it's because of that effort to deliver services to the LEA's that we are extremely interested in dissemination. And of course you can't spend much time in dissemination and not get involved in the validation process. We don't have any problems with the IVD process; we use it in Illinois. I think we have 38 or 39 projects in the Illinois Diffusion Network. We utilize those processes and value them, but frankly in working with the LEA's we find that holding to just those two processes limits us too much.

What I have to say to you deals more with promising practices. The state of the art in Illinois right now is dealing with that question. And we're just starting to deal with it.

I'm going to give you a rationale as to why we're coming from where we are, then give you an idea of the direction we're going, and then maybe later today I can get into more specifics. We gave a lot consideration to how we could approach this problem. The reason why we feel that it's imperative that we do is that as the state agency commits itself to providing assistance to school districts and in the development of our IRDN--Illinois Research and Dissemination project, which is an NIE capacity building project--we're literally beginning to develop files of resources that are of some magnitude. In the state of Illinois alone we're finding that there are a great deal of promising practices that are available and can be shared with the districts. If we're going to put funds behind that (and we are trying in every way we can to generate funds to support those activities) we make one demand upon the LEA's. (We're trying to very seriously to honor the integrity of the LEA's, to pass the responsibility on to them for having a great deal of impact on the direction we do go.) We're requiring that they go through some logical, systematic planning process. We're saying to them, "You enter into a planning process, needs assessment, resource identification, exploration of the alternatives, and we'll buy what comes out of the process." We're saying to them that as you go through that process and as you go through the identification of resources, identify and prioritize your problems and come up with a number one problem that you would like to address. Then contact the IRDN. As a result of a search through the IRDN they may come up with 14 alternatives, of which there may be three IVD projects. Maybe two or three projects are in the NDN but there may be another five or six resolutions to that problem or at least alternatives

to be considered. Our dilemma is, what kind of validation do we put those other promising practices to those other alternative resources through?

Philosophically, I personnally give some argument against some of the points that Bill has made. We're finding that it's difficult to operate in an advocacy role, in a very close involved role, and be sincere with LEA's if we feel we have to protect them, if we take the role of protecting them, becoming the consumer protection agency and saying to them, "You're not capable of deciding what projects are good, so we'll decide for you and then we'll make it available for you." We're saying that we're going to involve them in assisting us in developing what those values are. What is it that they value in a project? The other thing that we're saying is that we feel the IVD process is a pass or fail. We think part of the studies are saying that people aren't really adopting, they're adapting. If that's the case then there are parts of projects that can be adapted, that are useful or of value, that are being eliminated because they have failed the validation test. Now I think I'm hearing that you're moving towards some flexibility around that--I'm glad to hear that, because I think it would be interesting to do an indepth study about whether it is adoption or adaptation that is occuring. It's been our experience that it is a great deal more adaptation than it is adoption.

The other thing we're concerned about as we move with the IVD process in the manner that we have in Illinois, is that putting 39 projects on the diffusion network has become very expensive--extremely expensive. We use out-of-state evaluators in the process, and the money that we're putting in there has to be questioned. Not that we're saying that it's not worthwhile and valuable for the projects that we're putting through that kind of process. We can't affort to send visiting teams within the state, let alone bring some from outside the state. So what we're saying is that if we can identify some rank order, some instrumentation of what the values

are that the user wants in an evaluation process, so that you start at a fundamental level of the process and allow that project to work through those levels, there's no reason why a project will not reach an IVD level so a visiting team will come in. What we're saying is let's not eliminate them if they're not obviously a project that merits an onsite visit. Of course, there's generalizing, there's heavy emphasis given to research and evaluation design that's going into some of these processes, and we're simply feeling that too many good valuable resources are being eliminated because of that.

Another point that is important to us, again dealing with getting the LEA's to share the responsibility for a state-wide dissemination effort, is that we don't feel the state agency should become the sole evaluator of promising practices. And we think through a mutual, coordinated, collaborative effort, we can get them deeply involved.

We've tried something else that we've had a great deal of success with, cooperative consultants. For example, metrics is a big hot item in our state. We at the state agency were faced with a decision: do we hire five metrics specialists, put them on the state payroll, use them for three years and let them become obsolete, and then try to find something for them, or do we develop somehow the capacity to respond to 1,000 districts who must, by a certain date, do something in metrics? We came up with the idea of creating what we call a cooperative consultant cadre. We identified 75 LEA math teachers and university math professors/instructors, brought them to the state office, and gave them three days of inservice on the policies and guidelines relative to the direction we wanted to go with metrics. We asked them to contribute five days of their time. We in return pay for their substitute, if it's required, and pay their expenses to go to other districts. Our staff at the state agency then brokers

those 75 people into districts. For a multitude of reasons that's been extremely successful. There's notoriety for the people involved and it's an honor for a district to have their math teacher identified as a cooperating consultant. We've got a peer relationship activity going on, and we've broken down the credibility gap being a state official coming in and laying on policy. Our role is to facilitate that effort and expand that to include more LEA involvement, and also work on the identification and validation of promising practices, to develop the instrumentation, the process to enable that to occur.

To summarize, given the commitment we have made to working with the districts, we have to have a more comprehensive model, we've got to go beyond IVD and JDRP. I don't want to be perceived as negative to the IVD or JDRP. It's not that at all, we're just feeling that it falls short of what we want to do, what's being dictated to us by funds, what's being dictated to us relative to our overall program.

PRESENTATION BY DR. JOHN OSBORNE

Michigan has been actively involved with the concept of validation since 1973. We have participated in the national IVD process; we have people who are trained in that process; and we've had projects that have been classified by the JDRP. We have not had projects in the last two or three years that have been nominated for IVD by the Michigan Department of Education. There have been some reasons for that. We found that every time we nominated a local project for national validation it was costing between $1,000 and $2,000 to pay for the validation and then it might not get classified. We found that local politics sometimes was a problem. We had one experience where the validation procedure was quite embarrassing to all parties involved because of local politics. To go through the process of IVD and be nominated to the JDRP--assuming that you get by the JDRP--doesn't mean any funds will be available and a lot of our school districts were resenting the fact that they got through that process, got a certificate, and there were no funds to respond to all those questions and calls for materials that were coming in from throughout the country. Then we had projects that were going through the JDRP that eventually got funded but the level was very small. In terms of our salaries in Michigan a $30,000 grant may pay for 3/4 of the time for an individual to work on the national scene. So for a lot of reasons school districts in Michigan opted not to participate in the national process.

As the same time that we were involved with the IVD process, our own state board of education directed our department to come up with a procedure to do the same or a similar thing as the IVD and the JDRP. One of the first things which the state board of education did was to develop a Classification Committee. Now this committee is similar at the state level to the JDRP. It's headed by our deputy superintendent, and its members

include the head of research and evaluation, the director for planning, the associate superintendent for elementary and secondary education, the associate superintendent for extended learning (because we get involved with professional development), and the assistant superintendent for school and community affairs.

One of the charges made to the Classification Committee was to seek successful programs throughout the various funding agencies in our department. In other words, not to focus on Title IV-C or Title III, but to begin getting Title I projects surfaced as successful practices to be promoted by the state board of education. Our process is actively pursued by the state board and the staff of the department of education. We are in an advocacy role. We are advocating those things that are successful. We want to bring that to the attention of school people throughout Michigan and to do things systematically that will encourage school districts not to adopt, not to adapt, but to install. Now to you, "installation" may be a weasel word but I'm tired of defending "adoption" and "adaptation." I think "installation" lets anybody put the context they want to that word.

We have in our bank of programs Title IV-C projects, Title I projects, programs from our own state process called Chapter III, which is similar to Title I but with a different client group, we have one or two from vocational education, about six from special education, two from career education, and we're in the process of nominating five from the area of professional development. So our efforts have been to go department-wide and not focus only on Title IV-C or the old Title III.

Earlier I mentioned cost. We can have a validator come into any of our projects and it will cost about $125 for a day and a half of work. We add appropriate department staff to the validation team. If it's a math project, a math consultant goes along and verifies that it's a good math approach and so forth. The team leader of that validation visit is an evaluator. Again, we're trying to demonstrate throughout the state that our student data show our programs are successful. In other words, they do make a difference in the achievement level of youngsters.

Some of you were asking questions earlier of other presentators about how the JDRP evaluates those reports, what criteria are used, and what procedure is used. I would respond by saying that Michigan's procedures is similar and I do have hand outs to pass out to you and I'll walk you through it very quickly. (See page 71)

We've only nominated projects for classification that have been state or federally funded up to this year. The Classification Committee has come up with four levels or categories that a project or program goes through. One is the planning mode, that's the P, one is the developmental mode, that's the D, and one is the experimental or replication mode, that's the E. The second D is the demonstration and the I is the installation where we demonstrate and have school districts install. We have criteria for whether a district has reached the completion of the planning phase.

After a project has gone through a developmental mode, be it a Title I, Chapter III, vocational education, special education, or whatever, a team is sent out to do an onsite visit utilizing a form to determine whether the project has merit for being selected to become a demonstration site for the entire state of Michigan. We're not saying it's not a promising program at that point. That part of the state may indeed have use for that, but the

Classification Committee is advocating programs from a state-wide viewpoint. We're attempting to address state-wide needs as they appear at the present time. If a project is judged to have met the developmental criteria successfully, it is nominated for classification, the committee examines it--blesses it so to speak--and it says, "You are now an experimental site." In the developmental mode, a project does have an experimental design. All of our projects have experimental designs in that developmental mode. And when we make a determination that indeed we want to nominate it, they've already proven to themselves and to our staff in the department that they're successful in raising or affecting student achievement in a positive manner.

In the experimental mode, we give a school district resources to go into a different district to replicate that program. And this is where we differ with the federal approach in some respects. We look at exportability or replicability not in the sense that the project can be picked up and used by another school district, or that it can be cost effective, because school districts will make their own determination about that. What we're interested in as a state education agency is whether or not the results are exportable. And we will not take anyone's word for that. That is why we go into a different district. Let's say we have a project in Austin and at the end of the developmental mode it has been judged as successful. We would give San Antonio a period of time, normally at least one year, to implement that program and see if they have comparable results. Not exact, but comparable. And during that phase, the original developer site is acquiring experience in how to conduct inservice training--and that's a question always asked but is seldom demonstrated in most IVD approaches, state or national--but we're going to have evidence after a year that indeed a school district can provide inservice training. During that year,

they will have the opportunity to pull together all of their packaging. We're giving them the resources to package the training module so that everything is ready.

After the experimental phase is completed, we then do the onsite validation and verify student data, comparing it to the original site. Do they have comparable results? If the answer is yes they are nominated for demonstration status.

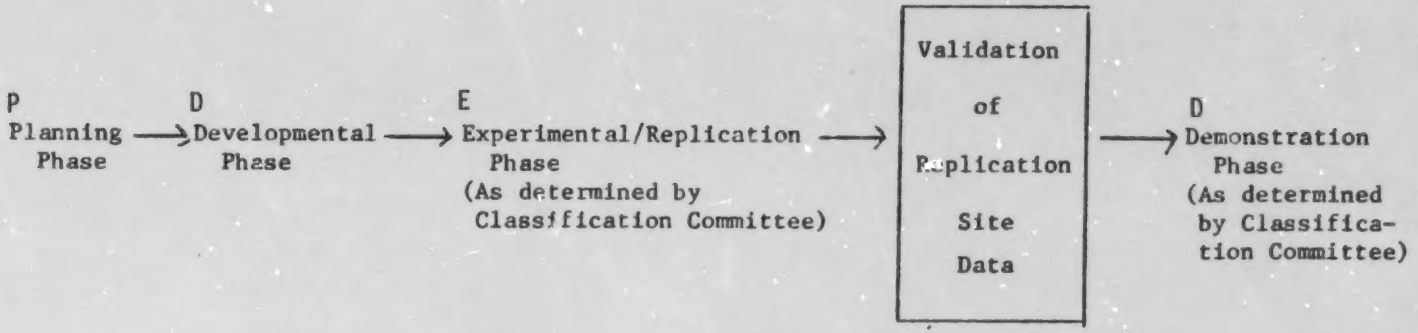
If a project makes it through this whole process and becomes a demonstration site, then our department provides funding averaging about $75,000 per year for a minimum of two years to demonstrate state-wide, provide inservice training, and to provide follow-up to anyone who installs that program. In addition, we have $5,000 grants for school districts to install a demonstration project.

In terms of the Promising Educational Practices, we may be a little further than Illinois although we haven't put those PEP's in a package. We do have 10 regional supplemental centers in our state that are being funded with supplemental funds to identify on a regional basis promising educational practices. One of our centers has come up with a folder as one approach to identifying PEPs.

Every single teacher in that county (intermediate school district) gets this folder. In it are recommendations for sharing ideas, sharing the program, and information on the nomination procedure. There is a review team mentioned in the folder which communicates from the teacher back to the intermediate school district or the regional center. The idea is to develop communication between the teacher and the center people in order to begin sharing classroom ideas. From that we'll begin to identify promising educational programs and practices.

Maybe they need this form: "I need help in getting an idea going." This is being administered by one of our centers that is very much into the marketing approach. They have these things on display at all the malls, they have radio spots, billboards, and so forth throughout the county. Another county, a regional supplemental center, talks about what a promising program is and then they have a process by which local districts can nominate a program. They have site visitation forms. In other words, in that county the curriculum people, the assistant superintendents, and directors of instruction will form a team with a professional evaluator from one of the school districts and they go out at their own expense and conduct an onsite verification-validation process and begin identifying on a county wide basis those programs that are promising to their region. Our intent then is to take all the programs, and we've identified 300 as of today, begin screening them out, and come up with which of those 300 are programs that have application to all the school districts in the state, not just on a regional basis but throughout the state. We would then encourage them to apply for classification and we would provide funding if they are anywhere on that continuum. Maybe they are just at the planning stage. They already have an idea developed but they may not have the necessary evaluation data to be classified. We would provide fiscal support to those districts to acquire the data to be classified and be nominated as a demonstration site.

Michigan's Categories of Projects



Length of Time	1 yr.	3 yrs.	1 yr.		2 yrs.
Average Cost/yr.	$5,000	$75,000	$45,000		$80,000

PRESENTATION BY DR. PRESTON C. KRONKOSKY

There are a number of things you should consider today, tomorrow, and during the next weeks and months as you work through and continue to refine your state's validation process. First, since you are associated with a state education agency, there is a book that is going to cause you lots of problems. The book is called The Literacy Hoax. Its subtitle is, The Decline of Reading, Writing and Learning in the Public Schools and What we can Do About it. Its author is appearing on many of the national TV "talk" shows. He claims that he has the solution to today's problems of American education. That means he's got the solution many of the people in your legislature are going to adopt, perhaps adapt, and that's going to cause you and state education agencies and everybody associated with public education in the country, lots of headaches in the next weeks, months, and years.

The thing that is so dangerous about this book is that its author claims to have identified all the problems that all the experts with all their PhD's have not been able to identify. Further, he has come up with very simple, down to earth, practical solutions that can be put into effect tomorrow. And in the process save millions and billions of taxpayers' dollars while raising mathematics and reading and communication scores dramatically. If you haven't read it, this is something that you are going to have to deal with and I urge you at your earliest convenience to read it.

Second, I'd like to express publicly my appreciation to Linda Reed of the R&D Interpretation Service at CEMREL in St. Louis for her excellent synthesis concerning validation. I believe everyone received a copy of it last night and I know you stayed in your room last night and read it. It is an excellent contribution. I know Linda Reed would appreciate receiving your constructive comments and feedback. It's another example of how within the Research and Development Exchange a couple of the contractors from time to time are able to cooperate. Further, we appreciate

Sharon Koenigs and Dane Manis of CEMREL's Regional Exchange making a number of our presenters today available to us. That's another form of collaboration and support.

Third, I'd like to alert you to another paper. As you read Linda Reed's synthesis you will note that she makes reference to the Rand Study--all eight volumes--but probably the one most of us will read thoroughly is Volume 8 since it's a synthesis of the earlier seven volumes. And since the entire eight volumes constitute several thousands of pages most of us won't take the time or the trouble to read all of them. That also means a lot of other people are only going to read Volume 8 and unfortunately many people will simply adopt the conclusions that Volume 8 advances as being totally accurate.

I believe that there are other points of view that can be drawn from the data presented in the first seven volumes and that there are other points of view that could have been expressed in a summary volume such as Volume 8. One such point of view is that expressed by Lois-ellin Datta of the National Institute of Education. I do not have her paper in final form, I have only the version which existed as of December 28, 1978. Its title is: "Damn the Experts and Full Speed Ahead: An Examination of the Cases Against Directed Development and for Local Problem Solving." So, if you're involved in evaluation or validation in any way, I think you'll be very interested in reading Dr. Datta's summary and interpretation of the Rand Study, which does differ from that presented in Rand's Volume 8. If you allow people to accept the position expressed in Volume 8 as being totally accurate, a lot of you, make that "us," will be in unemployment lines very soon. When you add that document to the previous document, The Literacy Hoax, I hope we're all intelligent enough to fill out the unemployment claim forms.

Fourth, as a student of the change process and a student of dissemination and diffusion, etc., I'm assuming that you have had the opportunity to read excellent syntheses of some of the various aspects that all of us concerned with evaluation and validation must be aware of as we grapple with this question of implementation. Increasingly we have evidence that it is wrong to draw conclusions about the effectiveness of a treatment, i.e., the effectiveness of an innovation, until we have evidence as to whether or not that innovation has in fact been implemented and, if so, to what degree. Perhaps there is validity to the argument that no innovation can be replicated 100% in its second or third or fourth replication site. Some experts say the best you can hope for is about 80%.

In any event, in the Review of Educational Research that on the cover says Spring, Volume 47 issue, is a long article by Michael Fullan and Alan Pomfret, "Research on Curriculum and Instruction Implementation." I think it's one of the best current statements about what is happening in trying to measure implementation. If you have not had a chance to read it, I urge you to read it before you go too far in trying to develop a validation process that doesn't take into account some measure of implementation.

The article reviews a number of ways to view implementation. Not the least of which happens to be that pioneered by Drs. Gene Hall and Susan Loucks at The University of Texas Research and Development Center for Teacher Education. Those of you who have been working with the SEDL Regional Exchange for some time know that we've been trying to acquaint you with Gene and Sue's work. I'll be the first to say though, don't put all your bets on their approach either. I suggest that you read as widely as you can from a variety of sources as to different methods of how you can look at implementation. But please don't make the mistake that we've been making for the last 10 years and assume that you can draw a conclusion about the effectiveness of innovation simply by looking at pupil change

scores without knowing whether the treatment has in fact been implemented.

Last but by no means least, one of the current catch words, fads, in-things, whatever you want to call it, is ethnography. In fact, one wag recently said that the real name for NIE is the National Institute of Ethnography, because if you put into your proposal title the word "ethnography" you have a much better chance of having the proposal funded than if you leave that word out. (Remember about 10 or 12 years ago, if you put "innovative" in your proposal title how that increased your chances of getting funded? Well the word to use now is ethnography.)

There is a lot of argument concerning whether you can use ethnographic techniques as a form of evaluation. I am probably the only person in the world, and I'm sure the only person in this room, who'll admit that he's not an expert on ethnography. I can't even spell the word without looking at it. In fact, I don't think I even knew it existed until I picked up this issue of Review of Educational Research. So if your knowledge base concerning ethnography is as limited as mine, I urge you to get this issue of the Review of Educational Research because it has an excellent article (excellent because I know nothing about ethnography and therefore anything is an improvement over my current knowledge base) entitled, "The Use of Ethnographic Techniques in Educational Research."

You may want to consider this article as your introduction to the possibility of ethnographic techniques being valid indicators of evidence of program effectiveness. Maybe it doesn't always have to be the classic pre/post, grade equivalent, change scores, etc.,--you may want to consider this instead. Though I understand from talking to some of the "experts," there is a lot of argument as to whether you can use this approach as a valid evaluation technique in implementation research.

Now to the main point. Our laboratory has served as a sponsor of a Follow Through model for 11 years. As you well know, Follow Through is the most documented research and development effort the United States of America has ever engaged in.

It's also the most expensive. As of this time, the U.S. Office of Education has expended in excess of $500 million on the National Follow Through Program. Fifty million dollars of that total amount has been spent on the evaluation of the National Follow Through Program.

If you read certain newspaper headlines in the summer of 1977, those headlines said, "Follow Through a Failure." Unfortunately, there were several other paragraphs, but most people didn't get past the lead paragraphs (at least not certain editorial writers). Many persons preferred to say that the U.S. Government spent $500 million and it all went down the drain. What the official USOE press release tried to say was that about 85% of the 22 educational models that were involved in the program either produced no significant difference or unfortunately had a negative effect upon the achievement of the pupils involved. Later paragraphs said that three of the models, or about 15%, did show positive significant changes in pupils' achievement.

There is another very important point. All of the materials, at least all of those used in SEDL's Follow Through Model, which happens to be one of the three successful models, had gone through a very rigorous, every expensive, very time-consuming process of design, development, evaluation, and revision, for validation. We knew when we first began to put those materials into our Follow Through Program classrooms that the materials "worked." They "worked" in our design-test classrooms, they "worked" in our pilot-test classrooms and they "worked" in our field-test classrooms. We had a rigorous evaluation design and "hard" evaluation data that confirmed that. The strange thing was that when you put those same materials into 200 classrooms, spread over 19 elementary schools in seven school districts in four states, they varied in their pupil-effect across the 200 classrooms. These were the same materials we had previously developed. We knew they "worked," they were excellent, the best available anywhere. Why didn't we get uniformly positive results?

Perhaps the foregoing is why the U.S. Office of Education several years ago decided that its efforts in the late 60's and early 70's, the so-called Panel Review of Products (PROP) (some of you were associated with that), was not the way to tell the educational consumer whether a particular innovative instructional material was worth their time and money and the involvement of their children. It takes more than just excellent materials or products. It takes products successfully implemented in a classroom situation.

Unfortunately, as Follow Through demonstrates, excellent products in one classroom produce one set of pupil effects, while the same excellent products in another classroom produce an entirely different set of pupil effects. Something in the classroom situation causes or permits the differences to occur. The differences may be "caused" by the teacher, the principal, the pupils, or something else for all we know. But, it is obvious that you cannot take products that have gone through an elaborate R&D process and guarantee that they're going to work everywhere. So what you have been about for a number of years is something we do need to continue to be about: we must validate programs and we must try to identify exemplary practices.

A member of our SEDL staff has been given the responsibility of working with SEDL's seven Follow Through project sites and trying to prepare them and their written presentations for submission to the OE/NIE Joint Dissemination Review Panel (JDRP). Jack Lumbley is one of the few people in the country who has had the "privilege" of working with as many as five project sites to go before the JDRP. The five sites range in size and complexity from San Diego, Texas to the Los Angeles Unified School District, the second largest school district in the country, and a number of school districts in between.

We have seven sites, and by the end of this summer we hope to have taken six before the JDRP. Three passed their very first time. The fourth failed by one

vote and we are ready to submit it for a second time. We are ready to submit (or resubmit) the fifth one in the next week or two, and as Jack has the time in the next couple months, we'll be ready with Philadelphia, another very large, complex school district. I personally believe that by August of this year, we will have six of our seven sites validated by the JDRP, whatever that means, which I think is a very good record. But what we're able to demonstrate is essentially that the same products produce different results with similiar sets of children in different classrooms. That is something your validation process must be prepared to address.

Good luck to you. If we at SEDL/RX can be of assistance to you in the next two days or two years, please do not hesitate to give us the opportunity to work with you. Thank you.

PRESENTATION BY MR. JACK LUMBLEY

On several occasions I have had the privilege or distinction of having sat before those persons who compose the JDRP panel at any one time. It's always extremely interesting to say the least. There are presently 22 persons who constitute the overall membership for the JDRP. Generally, at any one time, seven persons generally show up because that's all they have to have in order to convene a presentation session. I have a present listing of all of those 22 persons from OE and NIE and I'll be happy to provide any of you who are interested with this.

The present chairperson of the JDRP comes from NIE, John Evans. From the experience that I've had before the group, the chairperson is an extremely influential person in terms of his or her conduct of the session and in terms ultimately, of one's success or failure. The reason for that is at the beginning of each session the chairperson has the responsibility for a brief description of the actual presentation itself. That description is often times the first that the other persons on the panel have even heard. Some of them may come completely unprepared and depend completely upon the synopsis provided by the chairperson. Because of that, it's often the case that the chairperson has complete control of the discussions, the questioning, and so on and can often sway the ultimate outcome. Perhaps that's an extremely biased view--I guess I ought to say that--but it seems to me that is sometimes the case.

As Preston indicated, the experience that I've had personally has been with the school districts themselves, with the LEA's who have been installing our Follow Through approach. Also, those school districts drastically differ in size, resources, and sophistication. I specifically point that out to give you an indication of the fact that the jobs that I have done with LEA's have almost always been after the fact, that is, whatever data,

whatever evidence there is of program success, are already collected and already exist by the time that I arrive and it's my job to take whatever there is and to try to place it in a sensible form which will sway this body of persons to approve the project.

That fact stands in opposition to some of the statements or suggestions which appear in this document which you all received from CEMREL. It is suggested in there that one should begin planning to approach the JDRP almost at the same time that you actually begin your project, that is you have to begin thinking about a plausible design for evaluation from the outset and be prepared to do whatever is required to obtain those sorts of data which presumably would be successful in convincing the panel. Well in these cases, that has not happened because the designs were already firmly entrenched before I appeared on the scene, and I took whatever they had and shaped it up. There are some common pitfalls also stated within the same paper, which perhaps you would find interesting if you'll look over them. They are pitfalls in the sense of some rather common sense suggestions as to things which ought to be considered and avoided in preparing the presentation and actually defending the presentation before the panel.

The JDRP is interesting and is distinctive of the other processes of validation which are presently around in that it is completely data based. The actual presentation has to take the form of a soundly developed experimentation paradigm. There are no opportunities for any site visits, obviously. Whatever the panelists decide will be determined exclusively by whatever it is you are able to cram into those 10 pages that you are allowed for your presentation. So things have to be very thoughtfully constructed, thoughtfully defended, because that's your only opportunity.

Panelists generally are concerned with things such as statistical significance, which I suppose you all are acquainted with. They're also concerned with something they call "educational significance," which is something I was never taught about in my graduate statistics courses. Nobody ever discussed educational significance; I suppose it wasn't of any concern But the people on the JDRP do express interest in that. And it's up to each presenter to devise some way of converting statistical evidence to some statement concerning educational significance. There isn't a set pattern for doing that; you have to be able to do that yourself somehow. Generally the evidence takes the form of student outcome related data. John, [John Osborne] something that you said today in your presentation was interesting to me because you indicated that your state had opted to bypass the JDRP because of your interest specifically in child outcome data. That is principally the kind of evidence that this panel finds especially convincing.

There is also an obvious concern with the extent that presenters can indicate some degree of transferability or generalizability of the product, the program, from its initial implementation to some other point in the future. These people sit on this panel to somehow pass a judgment on products/practices/programs and it is indeed the case that if they approve you, that causes you to be eligible, sometimes, for additional federal funds to spread the word about your project/program/practice. Because of that there is an obvious concern for some ability to demonstrate the extent that you believe that your project, if it is transferred some place else, can expect to accrue the same results to the participants that it is exposed to as it first did. So you have to be able to address that concern as well and sometimes that is not ...

Specifically, in terms of the structure of a presentation, it's always interesting to me to deal with a new school district because it's the same material, the same implementation, across all sites, but the effects are not the same. So obviously, that has the implication of influencing your specific set of claims of effectiveness for this project/program. The procedure that I try to pursue--and it has paid off in the past--is to spend a considerable amount of time examining whatever data are presently available and try to devise some conceptual whole from that corpus of data and specifically to come up with the strongest set of claims of effectiveness that I can, with the caveat in the back of my head that I have to have some evidence to specifically back up every single claim that I'm interested in proposing. In that sense, each of the presentations is completely distinctive. It's interesting to me to start from scratch and to try to devise a unique set of claims for each of these presentations, which I hopefully can back up with whatever evidence would be required for them. I say that simply as an indication of, almost as a refutation of, the statement I often times have seen that purports to say that there is some single way of preparing a presentation. That isn't the case. You actually have a wide degree of freedom in constructing a presentation. The only concern is that you construct claims of effectiveness in such a way that you have whatever evidence is required to back them up. As I suppose all of you are aware, there are some rather obvious advantages to going through this trial by fire because approval places you within the NDN, it puts a description of your program/project/practice/product, whatever, into the NDN catalog which receives wide distribution across the country, and also it qualifies you, theoretically, for additional funds from the USOE to spend in spreading the word about your validated program. So those are the advantages. There are the obvious disadvantages as well.

But depending upon your own conceptions, I think the advantages outweigh the disadvantages.

PANEL DISCUSSION SYNTHESIS

The panel discussion, on the morning of the second day of the conference, was moderated by Ben Harris. Panel members were Christine Dwyer, William Hinze, Preston Kronkosky, Jack Lumbley, Bud Grossner, and John Osborne, each of whom had made individual presentations to participants the day before. The discussion covered the following topics.

The Teacher

The teacher was not often mentioned, if at all, in state team discussions. It is important to keep in mind the teacher or the classroom as the unit for validation and not focus exclusively on administrative concerns because it is the teacher who must:

- know the essential elements of the innovation;
- understand why all of those elements are important;
- understand the purpose, use, and value of evidences of effectiveness and the teacher's role in collecting the evidence; and
- determine the feasibility of the program in the classroom.

When to Validate?

There must be a distinction made between the various stages during the life of a program: the development, the validation, and the dissemination stages. Too often, the distinction is lost and pressure to validate a program still in the developmental stage results in completing neither of the first two stages satisfactorily. Emrick and Peterson, among others, have concluded that the implementation process takes three to five years, and only at that time can one begin to collect meaningful evaluation data. One strength of Michigan's state program is that it classifies appropriate programs as experimental. Arkansas also includes a stage during which the project completes its developmental activities, in this case within a year. Arkansas, like Michigan, requires that a program not be replicated until it is validated.

Who Should Validate?

In connection with the stages of a program, the question arose whether only a second generation program should be validated and/or disseminated. Second generation program directors, while possibly not aware of the details of a program's creation, may be more objective about program effects than the developers. Second generation sites (that is, adopters) may have a clearer insight into implementation problems and needs, and know more about matching a school's needs with an already developed program rather than a developing one. Potential adopters may value those insights as much as program details. And, of course, it is those second generation sites that "prove" whether the program can be transported, and therefore validated, and therefore disseminated!

Paper File or Program File?

The temptation to validate a program based only on developer-writer descriptions plus examination of program products should be resisted. Ask whether the program, the process, or the product is to be validated. The validation questions which need to be answered will differ for each category, and the usefulness of the validation data will differ accordingly. Paper files--collections of reports, brochures, teaching materials, and the like--will testify to procedures and processes, in general, and will indicate the quality of the teaching materials. What will not be clear is the actual operation of the program in a school, and its effects on teachers, students, and school routine. Paper files will not show whether implementation is occurring in all classrooms, or whether the manner of implementation differs significantly across classrooms. So-called program files, on the other hand, address these questions because they will provide for on-site visits either through a visiting validation team during the validation process, or by the establishment of demonstration sites during the dissemination stage. Obviously, staffing and budget limitations on validating activities must be considered, but

the most productive use of available funds might be to begin a pilot-test of the on-site visit to determine how useful it is to the purpose of the validation procedure. The state may certainly trust an LEA's description, but will not really know a program until it sees it in action. Paper descriptions are simply limiting.

Why Validate?

That there are separate sets of questions which must be asked depending on whether a process or product is being validated leads to current implementation theory, which states that, because people, places, and situations differ, there is not pure adoption, there is only adaptation of a program to someone else's needs. What then are the implications for diffusion? What conditions are necessary to reproduce a program in as nearly the same state as it was originally validated? Is this possible? Is it possible to describe accurately that "original state" anyway? Is validation merely the approval of one frozen moment? Even first generation programs change. If everything is relative, is validation itself valid? If there appear to be more questions than answers, and if the questions are difficult to answer, it is because the panel and participants, in the end, asked the questions that now have no answers. As ways of determining essential characteristics of innovations are developed, and then ways of assessing their implementation in the classroom emerge, perhaps some of these questions will be answered. For now, the questions reflect the current validation dilemma.

SUMMARY OF STATES' CONFERENCE WORK*

The regional validation conference was planned to provide each state with the time to work as a unit toward its special goals in validation. Each team based its work on needs stated during the planning stage and on relevant information from conference presentations. On April 19, teams met together from 1:30-4:30pm and on April 20, the teams worked from 10:20-11:00am. The following reports summarize the work of each state's team.

Arkansas

At the time of the conference, Arkansas had a validation procedure based on the IVD process. Programs are rated in one of four ways: approved by the JDRP; approved by the IVD and moving into the JDRP process; completing the developmental stage and moving into the national validation process; and showing merit but not judged on potential for validation. LEA's may consider projects in any category except the third. The state team worked with SEDL/RX evaluator Jack Lumbley and was most concerned with revisions within the current framework, specifically with suggestions for increasing the state's success with the JDRP process. The team was interested in and willing to share its process and JDRP experience with other state team members.

Louisiana

At the time of the conference, Louisiana had no validation procedure in effect, but did have a commitment by the Dissemination Task Force of its Special Purpose grant to construct one. The team was interested in funding procedures, housing and staffing, and composition of on-site visit teams. Its orientation was toward state validation procedures.

*The Mississippi SEA sent one representative to the validation conference who sat in with several groups as a participant-observer. The Mississippi SEA joined the SEDL/RX service area in April and so was not involved in the planning process.

At the conference, the state team worked with Bud Grossner, Manager of LEA services with the Illinois State Department of Education, and conference resource person. The team was interested in details of the Illinois plan: problems in the first stages, education agencies concerns, establishing a service that people would be aware of and would use, incorporation of university personnel, self-assessment, and Illinois' multi-point scale for ranking programs according to the value of their various components.

The team eventually decided that:

- consideration should be given to developing a state process rather than adopting the IVD process;
- there is a need to develop and maintain a file on educational programs and that the validation process will allow potential users to assess their applicability by using specific evaluative criteria;
- the program file needed to be expanded from NDN programs to state validated programs and that the file should also include practices, processes, and products;
- consideration must also be given to criteria for validation, training project directors and evaluators to study projects throughout the state to determine their appropriatness for the Program File, and subsidizing local school systems for disseminating their projects after validation.

New Mexico

At the time of the conference, New Mexico had no state validation process, but did have a second draft of a proposed process ready. The team's primary concern was to get assistance in reviewing the draft and to get suggestions for implementing the procedures.

At the conference, the team worked with resource person Christine Dwyer, from RMC Research Corporation. Discussion included:

- criteria for validation;
- the length of the proposed application form;
- the possibility of associating the validation process with the SEA's accreditation cycle;
- the need for a simple, clear validation model;

- the difficulty of including on-site visits when funding is limited;
- elimination of commercial products from consideration for validation and the need for guidelines establishing at what point a program is defined as commercial;
- what makes a nomination form effective? Can such a form act as a screening device before the final application form;
- by whom and when will a program be nominated?
- what are the implications for validation when a program appears to have achieved its goals, but its content is innaccurate or contains race/sex/age/handicap biases?

In addition to discussion, the team received Dwyer's specific observations on the proposed validation process and worked with her on additional revisions. The team also requested that Jack Lumbley, SEDL/RX evaluator, go over its final draft and provide additional comments and guidance. A mid-to-late summer meeting was tentatively scheduled for completion of the final draft for Lumbley's review.

Oklahoma

Oklahoma, at the time of the conference, had a statewide process and used IVD forms though its process was not formalized. Team members were interested in specifics, such as:

- reducing length of forms;
- methods for handling programs which appear to be effective but which have problems with statistical analysis;
- length of site visits;
- size of on-site teams;
- improving feedback to state about areas of improvement for state programs which do not receive JDRP approval;
- the need for a system to allow reports to be compared without having identical validation procedures.

The team worked with resource person Dr. William Hinze, of the U.S. Office of Education's Division of Replication, and began working on a written description of the procedure currently followed, the details of which could later be amended and formalized.

Texas

At the time of the conference, Texas had a statewide validation procedure for individualized instruction techniques and was contemplating an expansion of the procedure beyond that to content areas, especially guidance and counseling, special education, and staff development. The team came to the conference with such questions as, what purposes are there for validation? Should the expanded procedure build in the grooming of the program for national validation? What kind of emphasis on replication makes sense when there are no funds for statewide model programs?

At the conference, the Texas team worked with resource person John Osborne, Supervisor of Experimental and Demonstration Programs for the Michigan State Department of Education; the team concentrated on writing recommendations about the proposed change from individualized instruction to content areas to present to the Advisory Committee of the Demonstration Schools Network on May 21, 1979. Several issues and questions arose:

- If the TEA moves from individualized instruction to content areas, will it have to change application forms to account for different kinds of evaluation data? (Most team members said "yes.")
- Should there be separate criteria for exemplary programs in separate content areas? (Most team members were uncertain and borrowed SEDL/RX information on Alaska's separate criteria to review.)
- As the number of exemplary programs grows, the yearly task of reviewing them becomes increasingly difficult to manage. What solutions are available?
- Should the present system of validating for one year only be changed to every two years? (Most team members were undecided.)
- Staff development programs should be stressed, but what evidence(s) of effectiveness can be required? Are demonstration sites for staff development for guidance/counseling programs possible? Practical?
- Because no copies of demonstration site products or brochures are kept at TEA, interested people are referred to a contact person at the site. Collection of products and brochures was recommended.
- More assistance with promotion and dissemination should be offered to demonstration sites, if time and money permit.

- Before final validation approval is given, dissemination materials should be submitted to TEA to complete the application.

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LIST OF PARTICIPANT PACKET CONTENTS

Each participant at the Regional Validation Conference recieved a packet of the following information:

- agenda;
- objectives;
- expected outcomes;
- bibliography of resources on validation from the SEDL/RX Resource Center;
- one copy of Issue in Dissemination: Practitioners Access to Knowledge Base, by Ann E. Matthews, Northwest Regional Exchange;
- chart of resource people and SEDL/RX staff assigned to each state team group;
- information sheet on the SEDL/RX;
- information sheet on SEDL;
- map of immediate conference vicinity, with name and location of suggested restaurants for lunch;
- reprint from a local city guide listing restaurants (by style of food served), movies, recreation centers, and tourist attractions;
- paper and pencil.

MATERIAL RESOURCES

The validation conference provided an opportunity to make available a variety of resources. The following pages list:

- sample resources for validation;
- resources on validation from the SEDL/RX Resource Center;
- resources distributed by conference presenters.

SAMPLE RESOURCES FOR VALIDATION

The SEDL/Regional Exchange will have several material resources available for your use during the Validation Conference. Many of them will be available for loan after the conference, if you desire. Below is a sample of the materials which will be available. A complete list will be included in your conference packet when you arrive Thursday morning.

- Pathways to Success: A Resource Manual for the Dissemination of Successful Educational Programs. Dorothy Soper. New Jersey State Department of Education. Trenton, New Jersey: September 1974.

  The manual describes the New Jersey state plan for dissemination of educational programs. It includes the theoretical rationale as well as descriptions of the validation procedure and dissemination requirements. Validation in New Jersey requires a commitment by developers to dissemination, and dissemination efforts of validated programs are supported by Title IV-C. In addition, programs must be certified as cost-effective and their maintenance must not increase a consumer district's per-pupil expenditure. Also available will be New Jersey's catalogue of demonstration sites.

- The Joint Dissemination Review Panel IDEABOOK. G. Kasten Tallmadge. U.S. HEW: NIE and OE. Washington: October, 1977.

  The Ideabook is specific to the operation of the Joint Dissemination Review Panel and has two purposes:

  1. "To illustrate the many ways to gather convincing evidence of the effectiveness of educational innovations."
  2. "To suggest how to bring current evidence of effectiveness together in a succinct and forceful manner."

  Included are many examples and models pertinent to evaluation techniques.

- Packaging Your Educational Program, Draft Version. Fred S. Rosenau and Diane H. McIntyre. OE: Far West Laboratory. San Francisco: January, 1977.

  "This handbook for educators focuses on the processes that a validated exemplary project should follow when its staff is preparing for statewide or national diffusion." "We believe that packaging is only one part of the total diffusion process. When we speak about packaging we mean the planning preparation, production, and putting together of all parts of an effective program so that it will then be transportable to other sites."

A BIBLIOGRAPHY OF RESOURCES ON VALIDATION FROM
THE SEDL/RX REGIONAL RESOURCE CENTER

- A Bouquet of Reading Activities: Pick an Idea.
Prepared by the Oklahoma Reading Council and Oklahoma Curriculum Improvement Commission under the auspices of the Oklahoma State Department of Education. Oklahoma State Department of Education. Oklahoma City: 1975.

This book is "a compilation of descriptions of activities used by teachers in Oklahoma." It is a collection of practices, listing objectives, materials, procedures and variations and generally comprising less than a page / activity.

- Demonstration Schools in Individualized Instruction, 1978 - 1980 Visitors Guide.
Texas Education Agency: Division of Dissemination. Austin, Texas: 1978.

This annual guide supplies a brief overview of Texas' DSII network and then lists program descriptions of the 106 state-validated programs by Education Service Center region. An index is also available by subject and by level. The program descriptions are approximately one page in length and include all contact information. Other materials from Texas' system will also be available during the conference.

- Getting It All Together: The JDRP Process.
Dr. Ann A. Bennett and Dr. Fred L. Fifer. Technical Assistance Brokerage (NDN/USOE): Capla Associates. Rochelle Park, New Jersey: 1979.

Subtitled "a guide for the utilization of the submission process to the USOE/NIE Joint Dissemination Review Panel for review and approval of exemplary educational programs to be included in the USOE National Diffusion Network," this guide book was originally designed as part of a TAB package on JDRP submission which includes a pre-post test and a two-hour workshop. The book sets out "to explain basic JDRP assumptions and clarify subsequent panel processes" to produce a "well formulated, explicit, step-by-step procedure for assisting school districts wishing to submit locally developed educational programs" to JDRP.

- A Guide to Developing Educational Products.
John J. Ford III, et. al. Developed for the National Learning Disabilities Assistance Project under funds provided by Title VI-G of P.L. 91-230. NETWORK. Andover, Mass.: 1978.

"Product development is the process of transforming an initial idea into a usable product. A product is distinguished from other materials by the fact that it can be used without direction or assistance from the developer. This guide is intended to assist in the development of such products."

- A Handbook for Validating Michigan Educational Practices.
Michigan Department of Education. Lansing, Michigan: March, 1977.

"This handbook serves to structure the Michigan Validation process for all service areas in the Department of Education." "There are five sections to the validation handbook. The introduction contains the purpose and definitions, the second section describes the procedure and responsibilities, the third section is the validation report, the fourth section is the onsite visitation form, and the fifth section is the validation worksheet."

- The Joint Dissemination Review Panel IDEABOOK
G. Kasten Tallmadge. U.S. HEW: NIE and OE. Washington: October, 1977.

The Ideabook is specific to the operation of the Joint Dissemination Review Panel and has two purposes:

1. "To illustrate the many ways to gather convincing evidence of the effectiveness of educational innovations."

2. "To suggest how to bring current evidence of effectiveness together in a succinct and forceful manner."

Included are many examples and models pertinent to evaluation techniques.

- Packaging Your Educational Program, Draft Version.
Fred S. Rosenau and Diane H. McIntyre. OE: Far West Laboratory. San Francisco: January, 1977.

"This handbook for educators focuses on the processes that a validation exemplary project should follow when its staff is preparing for statewide or national diffusion." "We believe that packaging is only one part of the total diffusion process. When we speak about packaging we mean the planning preparation, production, and putting together of all parts of an effective program so that it will then be transportable to other sites."

- Pathways to Success: A Resource Manual for the Dissemination of Successful Educational Programs.
Dorothy Soper. New Jersey State Department of Education. Trenton, New Jersey: September 1974.

The manual describes the New Jersey state plan for dissemination of educational programs. It includes the theoretical rationale as well as descriptions of the validation procedure and dissemination requirements. Validation in New Jersey requires a commitment by developers to dissemination, and dissemination efforts of validated programs are supported by Title IV-C. In addition, programs must be certified as cost-effective and their maintenance must not increase a consumer district's per-pupil expenditure. Also available will be New Jersey's catalogue of demonstration sites.

- The Pennsylvania Diffusion Plan, Validated Projects 1978.
Prepared for the Bureau of Planning and Evaluation, Pennsylvania Department of Education, by Research and Information Service for Education. (R.I.S.E.). Pennsylvania Department of Education. King of Prussia, Pa.: 1978.

  "The projects described in this booklet were developed by local school districts, intermediate units, and nonpublic schools throughout the Commonwealth of Pennsylvania. They were submitted to the Pennsylvania Diffusion Panel, whose members reviewed them according to a predetermined set of criteria. The Panel is made up of educators from the Pennsylvania Department of Education, local school districts and higher education." Materials list projects and give a brief description of the 5-stage validation procedure.

- A Practical Guide to Measuring Project Impact on Student Achievement.
U.S. HEW: OE. Washington: 1975.

  This guidebook is one of a series of monographs developed by OE "to discuss methodological issues in the area of educational program evaluation." This particular monograph "deals with only one Central aspect of project evaluation, measuring cognitive achievement gains. . .the entire focus is on obtaining as clear and unambiguous an answer as possible to the question, "How much more did pupils learn by participating in the project than they would have learned without it?'" "The purpose of the guidebook is to provide those concerned with project evaluation with the basic tools they need to conduct technically sound, interpretable evaluation studies."

- A Procedural Guide for Validating Achievement Gains in Educational Projects.
U.S. HEW: OE. Washington: 1976.

  This guidebook is one of a series of monographs on Evaluation in Education, each intending to represent differing viewpoints. The viewpoint of this particular guidebook is "that of the interested party reviewing evaluation results and selecting exemplary projects based on them." "Review and appraisal of an evaluation's procedures are presented in a series of steps. The handbook thus leads the reader systematically to a judgment of whether or not the evaluation's results are valid. It also offers suggestions for correcting those results when certain measurement or analysis principles have been violated."

- Program Assessment Instruments: Criteria for Excellence.
Alaska Department of Education. Juneau, Alaska: 1978.

  Materials from the Promising Practices in Education file in the Program Development and Dissemination Unit of the Alaska Department of Education. Separate program assessment instruments have been developed for each program area. Available for your use will be:

  1. Promising Practices in Education Management Format (Record Keeping, Awareness, Nomination, Self Assessment, Validation, Dissemination)

2. Program Assessment Instruments in Secondary Reading Programs, Bilingual-Bicultural Education, District Inservice Program Development

3. Assessment and planning Handbooks in Reading and Math

- Successful Ventures in Contemporary Education in Oklahoma 1976, Volume XI. Selected and arranged by Oklahoma Curriculum Improvement Commission under the auspices of the Curriculum Section. Oklahoma State Department of Education. Oklahoma City: 1976.

  "Volume XI of Successful Ventures in Contemporary Education in Oklahoma is dedicated primarily to reading with some miscellaneous articles." 'Ventures' "is a review of some most interesting and meaningful innovations in the classroom and significant innovations in the teaching and learning process." The book is sponsored by the Oklahoma Curriculum Improvement Commission which has as one of its principal functions "the dissemination of good educational practices through shared experiences, pooled information, and operative attacks on school problems."

ADDITIONAL RESOURCES

- Dr. William Hinze will present the revised edition of Sharing Your Success.

- Ms. Christine Dwyer will present the Executive Summary of the National Association of State Advisory Councils Study of the USOE 'Identification, Validation, Dissemination (IVD) Process.'

- Other materials will be available such as information about SEDL/RX's Southwest Educational Program File, Arkansas' Guide for Program Selection (validation eligibility), an overview of the validation procedure in Washington State, and sample catalogs of exemplary programs. In addition, fiche of some articles cited in Linda Reed's paper will be available, and we'll even have a reader with which to view them!

RESOURCES DISTRIBUTED BY CONFERENCE PRESENTERS*

- "The IVD Process--Myths and Facts Relevant to Prospective Policy Directions For Exemplary Educational Programs Replication: NASAC Study of the USOE 'Identification, Validation, Dissemination (IVD) Process.'" Executive Summary. National Association of State Advisory Councils. Portsmouth, New Hampshire: February 1979. (Distributed by Ms. Christine Dwyer.)

- "A Procedural Model for Evaluating Educational Programs in the Grand Rapids Public Schools." Curriculum Planning and Evaluation, Grand Rapids Public Schools. Grand Rapids, Michigan: n.d. (Distributed by Dr. John Osborne.)

- "The Search for Quality Control in Dissemination of Educational Products and Practices: A Look at the Literature and Major Issues." Draft, by Linda Reed. CEMREL, Inc. St. Louis, Missouri: April 1979. (Written for the conference and distributed April 18th.)

- "Sharing Educational Success: A Handbook for Validation of Educational Practices." Draft. United States Office of Education, National Association of State Advisory Council Chairmen, State Departments of Education. Washington, D.C.: n.d. (Distributed by Dr. William Hinze.)

- Packet of sheets from Michigan Department of Education (distributed by Dr. John Osborne):

  . project classification procedure;

  . criteria for project classification

  . experimental and demonstration centers program nomination criteria for project classification;

  . project classification abstract;

  . project classification worksheet (experimental);

  . project classification worksheet (demonstration);

  . onsite visitation form;

  . team visit form.

*Single copies of these documents are available from:

Regional Exchange Project
Southwest Educational Development Laboratory
211 E. 7th Street
Austin, Texas 78701

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III. EVALUATION OF THE CONFERENCE

SS# _____

(Pre-test)
VALIDATION CONFERENCE QUESTIONNAIRE

Please rate statements 1-12 in the following manner: 1=strongly disagree, 2-disagree, 3-neutral, 4-agree, 5=strongly agree.

Rating		Statement
_____	1.	An SEA validation procedure is a necessary strategy in advancing school improvement.
_____	2.	A project, in order to be validated by SEA, must offer "hard evaluation data" as an indicator of program effectiveness.
_____	3.	It is the responsibility of the SEA to educate LEA project directors concerning the potential hazards in project design and evaluation.
_____	4.	Replicability should be an essential criterion in a validation procedure.
_____	5.	It is absolutely essential that on-site visits be made to projects being considered for validation.
_____	6.	It is the responsibility of the SEA to train validation teams for design and evaluation.
_____	7.	SEAs should systematically collect information on IEA or LEA developed promising practices as well as "exemplary" programs.
_____	8.	An SEA validation procedure should groom exemplary programs for federal validation procedures.
_____	9.	It is the responsibility of the SEA to support LEA developers in their efforts to disseminate their SEA-validated programs.
_____	10.	An SEA validated program should receive federal funds for dissemination.
_____	11.	I favor the establishment of an SEA validation procedure for my state.
_____	12.	I favor the establishment of a regional validation procedure to be used on a voluntary basis.

SS# _____

(Post-test)
VALIDATION CONFERENCE PARTICIPANT QUESTIONNAIRE

Please rate statements 1-30 in the following manner: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree.

Rating		Statement
_____	1.	I was informed of the objectives of the conference in advance.
_____	2.	The objectives of the conference were appropriate.
_____	3.	The objectives of the conference were achieved.
_____	4.	The conference increased my familiarity with issues, options, concerns, and models in validation.
_____	5.	The conference increased my familiarity with validation procedures used by the other states in the SEDL/RX region.
_____	6.	The presentations by the resource people at the conference were informative.
_____	7.	My SEA may use the services of one of the resource persons from the conference in the future.
_____	8.	My SEA team engaged in significant work on our validation concerns at the conference.
_____	9.	The material resources provided at the conference were and/or will be useful.
_____	10.	The resource person at our SEA team work session(s) provided valuable assistance.
_____	11.	Setting aside time to work privately with my SEA team was valuable.
_____	12.	I now have a clearer notion of the ways the SEDL/RX can be of assistance to my SEA concerning validation.
_____	13.	The conference was well-organized.
_____	14.	The conference was relevant to my needs.
_____	15.	It is important to exchange educational experiences, information, and concerns with other SEAs in the region.
_____	16.	I favor my SEA's participation in a regional program file.
_____	17.	I favor the establishment of a regional validation procedure to be used on a voluntary basis.
_____	18.	I would like a follow-up validation conference at the SEA level.
_____	19.	Action which should be taken by my SEA as a result of the conference is clear.

Rating (cont.) Statement

_____ 20. It is the responsibility of the SEA to educate LEA project directors concerning the potential hazards in project design and evaluation.

_____ 21. It is the responsibility of the SEA to train validation teams for design and evaluation.

_____ 22. A project, in order to be validated by an SEA, must offer "hard evaluation data" as an indicator of program effectiveness.

_____ 23. SEAs should systematically collect information on IEA or LEA developed promising practices as well as "exemplary" programs.

_____ 24. Replicability should be an essential criterion in a validation procedure.

_____ 25. It is absolutely essential that on-site visits be made to projects being considered for validation.

_____ 26. It is the responsibility of the SEA to support LEA developers in their efforts to disseminate their SEA-validated programs.

_____ 27. An SEA validation procedure is a necessary strategy in advancing school improvement.

_____ 28. An SEA validation procedure should groom exemplary programs for federal validation procedures.

_____ 29. An SEA-validated program should receive federal funds for dissemination.

_____ 30. I favor the establishment of an SEA validation procedure for my state.

31. Which State Education Agency or other organization are you representing at the conference?

_____

_____

32. What was the most valuable aspect of the conference? the least valuable?

Most valuable: _____

_____

Least valuable: _____

33. Please share any other reactions you had to the conference (i.e., perceptions regarding individual speakers, the structure of the conference, etc.).

_____

_____

_____

34. As a result of this conference, I will _____

_____

_____

VALIDATION CONFERENCE PRESENTER QUESTIONNAIRE

Please rate statements 1-10 in the following manner: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree.

Rating	Statement
_____	1. I was informed of the objectives of the conference in advance.
_____	2. The objectives of the conference were appropriate.
_____	3. The objectives of the conference were achieved.
_____	4. During conference planning, the type of assistance that I was to provide was made clear.
_____	5. The information that I was asked to present at the conference was relevant to the needs of the participants.
_____	6. The conference helped me gain an understanding of the resources and experience of SEA people in the SEDL/RX region.
_____	7. The conference was well-organized.
_____	8. The participants at the conference learned new and useful information.
_____	9. The format of the conference (presentations, individual consultation, panel discussion) was effective.
_____	10. The state team that I worked with engaged in significant work on validation concerns.

11. Which state team did you work with? _____

_____

12. How did you feel about performing the various roles at the conference? (i.e., presenter, panel member, and individual consultant)

_____

_____

_____

13. Please share any other reactions you had to the conference.

_____

_____

_____

SEDL
REGIONAL EXCHANGE

VALIDATION CONFERENCE RECOMMENDATIONS:

1. What advice would you give to others, especially other SEA's who want to develop a statewide validation procedure?

2. What resources should be consulted?

3. What issues must be considered?

4. What is a workable scope for a statewide validation plan? Should there be a limited scope at all?

5. What essential elements do you advise in a validation procedure?

6. What other recommendations do you have?

_____

_____

_____

_____

SEDL/RX REGIONAL VALIDATION CONFERENCE
FOLLOW-UP

1. Have you had occasion to use any of the information or material from the Regional Validation Conference?

   ☐ yes
   ☐ no

   Please explain _____

2. Do you have plans to use any of the information or material from the Regional Validation Conference in the future?

   ☐ yes
   ☐ no

   Please explain _____

3. Please comment on the conference paper, "The Search for Quality Control in Dissemination of Educational Products and Practices: A Look at the Literature and Major Issues," written by Linda Reed.

4. If you have been involved in work on your own state validation plan since the conference, have you encountered additional issues, problems, resources, or questions you would like to share with us?

   ☐ yes
   ☐ no

   If yes, please explain _____

5. Please briefly describe the status of validation work in your state.

6. Has this status changed since the validation conference? If so, can you attribute that change to the conference in any way? How?

_____

_____

_____

_____

Thank you for your time. We appreciated having you at SEDL in Austin, and hope to work with you again. If you have any questions or concerns that the SEDL Regional Exchange might be able to address, please contact your state's SEDL/RX Advisory Board member.

- Dr. Roland Carpenter, Arkansas 501/371-1287
- Dr. Ron Dearden, Louisiana 504/342-1151
- Dr. Jimmy Jones, Mississippi 601/354-7329
- Mrs. Dolores Dietz, New Mexico 505/827-5441
- Mr. Jack Craddock, Oklahoma 405/521-3331
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REGIONAL VALIDATION CONFERENCE

Evaluation Findings

Purpose of Study

Objectives and expected outcomes for the Regional Validation Conference, formulated during the planning and needs assessment stages, are presented on pages 19 and 21. The evaluation of the workshop, which consists largely of determining if the objectives and outcomes were attained, will include the following elements:

- an analysis of participants' responses to a post-workshop questionnaire (page 115) designed to measure their impressions of the adequacy of the objectives and format of the conference as well as the degree that they felt objectives were achieved and expected outcomes were realized;
- an analysis of presenters' responses to a similar post-workshop questionnaire (page 117);
- an analysis of changes in participants' responses to twelve attitude statements which relate to various issues that were highlighted by the RDIS synthesis paper on validation. These statements were administered prior to the workshop (page 113) and on the post-workshop questionnaire. Changes on participants' views on key issues in validation are offered as evidence of the impact of the workshop. The presentation of the statements prior to the workshop served additionally as advance organizers for topics to be addressed at the conference;
- incoming correspondence regarding the conference;
- on-going monitoring of the efforts of each state concerning validation to determine if the workshop had an influence on the resources the states use;
- a synthesis of recommendations offered by workshop participants.

Analysis of post-workshop responses: participants

Twenty individuals responded to the post-workshop questionnaire and rated 30 statements on the following five-point Likert Scale: 1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree. Means and standard deviations were computed and responses to pertinent questions were analyzed by state to assist in future planning. The following results were obtained for those statements having no pretest equivalent:

- Participants agreed that they were informed of the objectives of the conference in advance ($\bar{x}$=4.6), that the objectives were appropriate ($\bar{x}$=4.6), and the objectives were achieved ($\bar{x}$=4.1).

- The majority of participants concluded that the expected outcome of increased familiarity with issues, options, concerns, and models in validation was achieved ($\bar{x}$=4.35). A smaller mean (3.8) was obtained regarding the second expected outcome of increased familiarity with validation procedures used by other states in the SEDL/RX region. Apparently the conference was not as successful informing participants of validation procedures used by other states in the region as had been desired. This statement recorded the lowest mean of any on the questionnaire.

- Participants responded that the presentations by the resource people at the conference were informative ($\bar{x}$=4.15) and that the material resources provided were or will be useful ($\bar{x}$=4.05). Fourteen individuals felt their SEA may use the services of one of the resource persons at the conference in the future ($\bar{x}$=4.0), eighteen ($\bar{x}$=4.3) felt their SEA team engaged in significant work on validation and eighteen ($\bar{x}$=4.5) felt the resource person at their SEA team sessions provided valuable assistance. A mean of 4.4 was obtained for the statement "setting aside time to work privately with my SEA team was valuable." A breakdown of four of these questions by state is presented in the following table:

	Mean Rating				
	ARK	LA	NM	OKLA	TX
My SEA may use the services of one of the resource persons from the conference in the future.	3.33	5.0	4.25	3.25	3.5
My SEA team engaged in significant work on our validation concerns at the conference.	4.0	4.8	4.0	4.25	4.5
The resource person at our SEA team work session(s) provided valuable assistance.	4.0	5.0	4.25	4.5	4.0
Setting aside time to work privately with my SEA team was valuable.	4.33	4.8	4.25	4.25	4.5

- Did participants form a clearer notion of the ways the SEDL/RX can be of assistance to their SEA concerning validation as expected? A mean of 3.9 was obtained for this statement; all agreed with the statement with the exception of three individuals who gave a neutral response.

- The conference was perceived as well-organized ($\bar{x}$=4.25) and relevant to the needs of the participants ($\bar{x}$=4.3). Most respondents favored their SEA's participation in a regional program file ($\bar{x}$=4.15).

- Most voiced support for a follow-up conference at the SEA level (x=4.05) and are clear about action which should be taken by their SEA as a result of the conference ($\bar{x}$=4.0). Responses by state to the later statements which have implications for future SEDL/RX's efforts are included below:

	Mean Rating				
	ARK	LA	NM	OKLA	TX
I favor my SEA's participation in a regional program file.	4.0	4.2	4.5	4.5	4.5
I would like a follow-up validation conference at the SEA-level.	3.33	4.8	3.5	4.75	3.0
Action which should be taken by my SEA as a result of the conference is clear.	3.67	4.4	3.0	4.0	4.5

Responses to the post-workshop questionnaire thus indicate the conference was successful in meeting specified objectives. The most valuable features of the workshop were said to be the presentations of the resource people (Bud Grossner was cited by several participants in particular) and the individual state time. Most individuals did not identify a least valuable aspect of the conference. Virtually all participants responded that as a result of the conference, they will work with their states to establish or improve a validation process or framework.

Analysis of post-workshop responses: presenters

Three of the four presenters responded to the post-workshop questionnaire which contained three open-ended questions and ten statements for each presenter to rate on the following five point scale: 1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree.

The presenters responded that:

- they were informed of the objectives of the conference in advance ($\bar{x}$=5);
- the objectives were appropriate ($\bar{x}$=4.6);
- the objectives were achieved ($\bar{x}$=4.2);
- the type of assistance that they were asked to provide was made clear during conference planning ($\bar{x}$=4.6);

- The information they were asked to present was relevant to the needs of the participants ($\bar{x}$=4.3);
- The conference helped them gain an understanding of the resources and experience of SEA people in the SEDL/RX region ($\bar{x}$=4.3);
- the conference was well-organized ($\bar{x}$=4.6);
- the participants learned new and useful information ($\bar{x}$=4.0);
- the format (presentations, individual consultation, panel discussion) was effective ($\bar{x}$=4.3);
- the state team that they worked with engaged in significant work on validation concerns ($\bar{x}$=3.8).

The presenters generally felt comfortable with performing their various roles at the conference (presenter, panel member, and individual consultant). One presenter reported liking the role of individual consultant the best, while another would have preferred more opportunity to offer technical support.

Other reactions to the conference included the following suggestions:

- cross team sharing in a small group context;
- identification, as a large group, of key issues at the beginning of the conference;
- workgroups oriented around a few topics related to validation such as training for validators, verification forms, etc.;
- similar conferences should be performed by other RX's.

Analysis of pre-post changes in attitudes towards validation

At the beginning and at the end of the conference, participants were asked to rate twelve attitude statements concerning validation. The five point scale described previously was used (from strongly disagree to strongly agree).

Pre- and post-workshop questionnaires were matched for fifteen participants. A t-test for dependent samples was performed to determine if the conference influenced the attitudes of those in attendance. Presumably, if the conference did increase familiarity with issues, options, concerns, and models in validation as was expected, there should be some changes in participants' attitudes towards those issues, options, concerns, and models. A probability of .05 or less was required for significance. Table 1 presents the results of this analysis.

Table 1

	PRE $\bar{x}$	POST $\bar{x}$	ANALYSIS SUMMARY
An SEA validation procedure is a necessary strategy in advancing school improvement.	4.5714	4.5714	Pre=post
A project, in order to be validated by SEA, must offer "hard evaluation data" as an indicator of program effectiveness.	3.6429	4.1429	Post>Pre*
It is the responsibility of the SEA to educate LEA project directors concerning the potential hazards in project design and evaluation.	4.2857	4.4286	Post>Pre
Replicability should be an essential criterion in a validation procedure.	4.2143	4.3571	Post>Pre
It is absolutely essential that on-site visits be made to projects being considered for validation.	4.4286	4.5	Post>Pre=
It is the responsibility of the SEA to train validation teams for design and evaluation.	3.8571	4.8571	Post>Pre**
SEA's should systematically collect information on IEA or LEA developed promising practices as well as "examplary" programs.	4.0	4.07	Post>Pre=
An SEA validation procedure should groom exemplary programs for federal validation procedures.	3.7143	4.1429	Post>Pre
It is the responsibility of the SEA to support LEA developers in their efforts to disseminate their SEA validated programs.	4.2143	4.2857	Post>Pre=
An SEA validated program should receive federal funds for dissemination.	3.5714	3.8571	Post>Pre
I favor the establishment of an SEA validation for my state.	4.8571	4.7857	Pre>Post=
I favor the establishment of a regional validation procedure to be used on a voluntary basis.	4.3333	4.0	Pre>Post

* $p<.05$
** $p<.01$
= approximately equal

Rating scale: 1=strongly disagree
2=disagree
3=neutral
4=agree
5=strongly agree

As can be seen from the chart, after the conference, participants agreed that "a project, in order to be validated, must offer 'hard evaluation data' as an indicator of program effectiveness" to a significantly greater degree than before the conference. Attendants also reported agreeing that "it is the responsibility of the SEA to train validation teams for design and evaluation" significantly more following the conference.

Changes in responses to a third statement regarding the role of SEA validation procedures in grooming programs for federal procedures approached significance. These changes seem to indicate that the Program Validation Workshop had an impact on the participants.

Incoming correspondence regarding the conference

(See attached copies of letters from: Dr. John Osborne, Mr. Dan Carr, Ms. Christine Dwyer, and Mr. Dane Manis.)

Validation Conference Recommendations

In an effort to identify the essential elements of a validation procedure from the pool of collective knowledge in the SEDL/RX region regarding validation (objective 4), participants at the conference were asked to complete a questionnaire entitled "Validation Conference Recommendations." The following is a synthesis of responses to the questionnaire. (N=5). The figures in parenthesis refer to the number of individuals giving that response.

1. What advice would you give to others, expecially other SEA's who want to develop a statewide validation procedure?

   . study present validation procedures in existence (3)

   . identify goals (determine purpose of validation) (3)

   . start small to insure maximum success (1)

   . stick to a strict application of procedures in place (1)

   . don't be concerned about assessing potential exportability (1)

   . get SEA "cabinet" level support for statewide validation procedures (1)

- think of the process as dynamic (changeable) not as "the answer." (1)

2. What resources should be consulted?

   - resource people from other SEA's (4)
   - USOE (2)
   - publications and reports (2)
   - state processes in the region (2)
   - regional labs (1)
   - libraries of colleges and universities (1)
   - consultant firms (1)
   - national validation procedures (1)
   - new and old IVD handbooks (1)
   - the Ideabook (1)

3. What issues must be considered?

   - audience and intended use of the validation procedure (2)
   - the purpose of the validation procedure (3)
   - motivation for validation (1)
   - types of programs to be included (1)
   - the degree of specificity of self-reporting (1)
   - the degree of flexibility in following a validation procedure (1)
   - the scope of validation efforts (1)
   - criteria for validation (1)
   - content of validation (1)
   - dissemination of validated programs (1)
   - motivation for replication (1)
   - extent of replication (1)
   - replication audience: regional or state (1)

- individuals to be involved in the validation process (1)
- the needs and resources of the state (1)

4. What is a workable scope for a statewide validation plan? Should there be a limited scope at all?
   - should be unlimited (2)
   - limit to two or three program areas in the first year (1)
   - limit to title programs on a voluntary basis until the plan is operationalized and accepted by practitioners (1)
   - include two sets of requirements (national and state) (1)

5. What essential elements do you advise in a validation procedure?
   - a carefully stated procedure (2)
   - simple and concise forms (2)
   - training for validators (2)
   - needs assessment to reflect the need for program development (1)
   - planning outline with developmental stages (1)
   - visitation (1)
   - procedure to describe programs (1)
   - detailed effectiveness section (1)
   - criteria that reflect a) minimum standards for the entire program, b) values of important components of the program (1)
   - dissemination requirements (1)
   - staff development for adopters/adapters (1)
   - validation lifespan (1)
   - revalidation procedures and processes (1)
   - similar elements to current IVD process (1)
   - strong support at state level (1)
   - workable dissemination network (1)

6. What other recommendations do you have?

- "A follow-up conference with more concrete direction as to what the region plans to do towards meeting objectives of validation." (1)

- "Procedures need to be built in to validate the validation plan" (1)

- "Consultants, linkers, dissemination specialists, OE, NIE, etc., need to address, redefine, and clarify the purpose of validation--' 'to have impact on the education of children'--there has been too much emphasis on selling a product. We need to question whether this is a necessary or admirable activity."

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

JOHN W. PORTER
Superintendent of
Public Instruction

May 21, 1979

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Ms. Jan Schlechter
Dissemination Specialist
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701

Dear Jan:

Just a short note to let you know how pleased I am that the participants in your Validation Conference found Michigan's procedures to be of interest. My knowledge base was also increased as a result of interacting with the presentations and the representatives in attendance from several states.

I enjoyed getting better acquainted with you and other staff from the SEDL/Regional Exchange as well as to your mission. The Validation Conference was an excellent example of how the idea of the exchange concept can be applied. Both you and Sharon Koenigs from CEMREL/Regional Exchange, are to be commended for your efforts.

Sincerely,

John R. Osborne, Supervisor
Experimental and Demonstration
Centers Program

JRO:bk

cc: Preston C. Kronkosky
Sharon Koenigs
Dane Manis

RECEIVED
MAY 24 1979

MICHIGAN
THE GREAT LAKE STATE

NORTHWESTERN STATE UNIVERSITY OF LOUISIANA
NATCHITOCHES, LOUISIANA 71457

DEPARTMENT OF
SECONDARY EDUCATION

May 15, 1979

Ms. Jan Schechter
SEDL/Regional Exchange Project
211 East 7th Street
Austin, Texas 78701

Dear Jan:

I just wanted to take a few minutes to express my sincere appreciation for all you and the others at SEDL did for the group at the recent validation conference. I enjoyed every moment of the conference and profited immensely from it. You had the best conference that I have ever had the privilage of attending. My compliments to you and everyone else involved.

I have read Linda Reed's paper and found it well organized and very informative. As a person "new" to the national and state validation process and inherent problems, I found the transitions from topic to topic somewhat confusing and difficult to follow, mainly due to my inadequate background. I am not sure what audience the paper is prepared for, but anticipating a broad population of interest, the definition of some terms used would be advantageous to the reader. Otherwise, I feel Linda has done an exceptional job. I do hope that when the paper is finalized, I will have the opportunity to review that manuscript.

Again, please accept my thanks for a job well done. Extend to all the members of SEDL my deep appreciation for all they did to make the conference the success that it was. I hope that the future holds only happiness and success for you.

Sincerely yours,

Dan B. Carr

DBC:es

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April 27, 1979

Jan Schechter
Southwest Educational
Development Laboratory
211 East 7th Street
Austin, Texas 78701

Dear Jan:

Just a brief note to let you know that I enjoyed my participation in the recent validation conference. I especially appreciate all the things you did to make the two days easy and pleasant for me.

I also enclose my brief responses to the questionnaire on recommendations.

I hope we will have the opportunity to work together again.

Sincerley,

Christine Dwyer
Research Associate

CD/kaw
Enclosure

CEMREL, Inc.
An Educational Laboratory

April 30, 1979

Preston Kronkosky, Director
SEDL Regional Exchange
211 E. Seventh Street
Austin, Texas 78701

Dear Preston:

It was certainly our pleasure to participate with you in the SEDL Validation Conference April 19 and 20. Sharon reported that it was an excellent, well-planned meeting. It serves as a fine example of collaboration across RDx contracts, educational laboratories, and state departments of education. We look forward to additional opportunities for collaborative work in the future.

Enclosed are copies of letters sent to Bud Grossner and John Osborne for your records. As agreed, we are supporting their participation in the confe ence.

Again, thank you for the opportunity. We look forward to seeing you at the RDx meeting in a week.

Sincerely,

Dane Manis

Dane Manis,
Director
Midwest Regional Exchange

Sharon

Sharon S. Koenigs
Resource Coordinator
Midwest Regional Exchange

alr
Enc.

3120 59th Street
St. Louis, Missouri 63139
Tel: (314) 781 2900

SEDL/RX REGIONAL VALIDATION CONFERENCE

Follow-up Study

Twenty-six individuals attended the SEDL/RX Validation Conference. Each delegation responded to a follow-up questionnaire distributed to participants 14 weeks after the conference and designed to examine the impact of the two day meeting. A total of twelve questionnaires representing six states and the Office of Education were returned, two of which appear to represent the responses of entire state groups. Reactions to the six questions on the follow-up instrument are presented below.

1. *Have you had occasion to use any of the information or material from the Regional Validation Conference?*

   At least one participant from each state responded affirmatively to this question; a total of ten positive responses were obtained. Participants used the information or materials from the conference in the following ways:

   - in developing a draft validation plan;
   - in revising state validation plan;
   - in assisting school districts in planning programs for future validation;
   - by distributing copies of materials to the director of federal programs, Title IV-C and to the state facilitator;
   - as resources for a committee review of the state validation process;
   - in gaining perspective on what other states are doing in the area of validation (i.e., criteria and procedures to validate programs) and/or OE aims and policies;
   - by sharing the information with other SDE personnel;
   - by sharing the information with others in the Office of Education.

   Two participants from different states reported that they have not been involved in nor to their knowledge have there been any meetings to establish state validation plans.

2. *Do you have plans to use any of the information or material from the Regional Validation Conference in the future?*

   All twelve questionnaires contained positive responses. Participants intend to use the information and materials in planning state validation processes and models, in comparing their state plans with other states, in adjusting forms and on-site visits, in obtaining resource people in the future, and in providing a bibliography of resources to others in the State Department of Education.

3. *Please comment on the conference paper "The Search for Quality Control in Dissemination of Educational Products and Practices: A Look at the Literature and Major Issues," written by Linda Reed.*

All returning questionnaires praised Ms. Reed's paper. Characteristic comments were:

- "...A very comprehensive review of procedures which have been/are being utilized. The concerns addressed are very relevant."
- "Helpful in understanding ways of gathering evidence of success and acceptable kinds of validation results."
- "The paper is well written. We will be using many of the approaches described as we start to look at validation...."
- "Excellent paper that will be useful to us...."
- "(it) Gave a good overview of the state of validation and some of the problems that need to be resolved."

4. *If you have been involved in work on your own state validation plan since the conference, have you encountered additional issues, problems, resources, or questions you would like to share with us?*

Six positive responses were obtained for this question; participants cited the following areas of concern:

- the degree of involvement that the SDE will have and when it will occur;
- the importance of monitoring programs before they are submitted for validation to ensure that proper statistics will be acquired;
- the difficulty in evaluating non-classroom types of programs and programs covering multiple academic areas of which include both staff development and classroom instruction.

5. *Please briefly describe the status of validation work in your state.*

The six states in the SEDL/RX region are in varying stages of involvement in validation. One state reports being in the early stages of work in validation. Another has formed a subcommittee which has been receiving information and materials on validation and will be staffed full-time next year to devise a state plan. A third state reports a draft model and process for validation are ready for review. Another uses the current IVD process while a fifth uses IVD materials and validators trained by OE. The remaining state in the region is substantially revising its process to expand into all areas of classroom instructional programs and non-classroom programs such as staff development, school communication, guidance and counseling. learning resource centers, and community education.

6. *Has this status changed since the validation conference? If so, can you attribute that change to the conference is any way? How?*

Three states report no changes since the conference. A fourth reports no substantive changes at the current time, although materials from the conference generated discussion between departments and a written plan now exists where none did before. Another state claims that as a result of the conference, considerable progress has been made in developing procedures for state validation. The remaining state in the region reports a change in status, "but the impetus and efforts had already begun."

Conclusion

The responses of participants who attended the Regional Validation Conference to a follow-up questionnaire reveal that useful information and material were imparted at the conference. At the least, the workshop served to stimulate discussion of validation within the State Departments of Education in the SEDL/RX region and within the Office of Education. Each state has found the information from the conference useful and all who completed the questionnaire plan to use the information or materials in the future. Two states report a change of status in validation work since the conference, and one attributes progress in developing a state validation plan to the validation conference.

REPORT BY DR. BEN HARRIS: POST CONFERENCE OBSERVATIONS AND RECOMMENDATIONS

Dr. Ben Harris, professor of educational administration at The University of Texas at Austin, served the SEDL/RX as an objective participant/observer. It was his responsibility to attend the conference, sit in on each state's team session as an unobtrusive observer, and, in general, provide a perspective about how the SEA's were similar, different, what any underlying themes were, and recommend how the SEDL/RX might further aid the SEA's in their work toward statewide validation procedures. On May 11, Dr. Harris met with the SEDL/RX staff and offered the following observations and recommendations.

Observations

In general, Harris said the conference was a good set of experiences, that participants were appreciative of the opportunity to share with each other and to get input from others. Its problem, as usual, was time. The conference was too short and he observed some participants feeling rushed and attempting to go back home with something. The danger with this, Harris said, was that the product might not hold up. He also recommended more interaction among participants earlier, to allow them time to sit in mixed groups and trade "war stories" and rationale.

Dr. Harris also made specific observations about each state. Arkansas is involving more state-level and out-of-state people in its validation process than LEA or "grass roots" people. Though the state's process is itself well structured, Harris commented that involvement was limited to a few and that only national-calibre programs were considered, to the exclusion of state-level or district-level programs.

Oklahoma and New Mexico each were moving toward the restrictions of a paper rather than program file, using descriptions from the district rather than on-site visits. Both states needed to consider the impact of such paper-centered files on the validation process in contrast with people-centered validations. How can such programs be fairly or completely pictured on paper?

And what if poor programs have excellent writers, or excellent programs poor writers? The document collection route puts a great deal of faith in the document, and this may be unwise, especially if one later wishes to parlay the collection into something more valuable, more descriptive. Oklahoma, he felt, needed a clear set of effectiveness criteria and one unified set of state procedures instead of the current tendency for each LEA department to use its own. (NOTE: In late July, the SEDL/RX staff learned that New Mexico had changed its perspective and added an on-site visit component to the draft of its validation manual.)

Louisiana appeared interested in the Illinois model, an extensive process which makes use of regional education service centers throughout the state. A state like Louisiana, which does not already have a regional service center system, would need to consider large scale reorganization to adopt a model which depends on them.

Texas' established plan was advanced to the point that the team was ready to work on a rationale for expanding it to include new program areas such as inservice education as well as instructional techniques. Because of the state's long experience with a validation procedure, Harris felt it needed the least guidance and observation, although it could use a bit more paper file documentation.

Mississippi sent only one SEA observer to the conference as this was its second activity with the SEDL/RX (the first had been an Advisory Board meeting the day before) and because the SEA had not joined the SEDL/RX service area until conference planning was nearly finished.

Recommendations for SEDL/RX

- Consider developing training programs for validation, perhaps creating training modules which would allow participants to analyze and sort out good, poor, and unclear data. Other topics could be "how to use an observation instrument," "how to construct an evaluation instrument," "what to look for on a site visit, " and "how to handle slippery data."
- Consider how the SEDL/RX staff can help the states to think carefully about what they are designing, to ask them first to define what they want in their final product.

- The validation process begins with the completion of a developmental design, then moves into an experimental or field-test stage. A program can then be attempted by other sites, during which various elements of the design can be monitored for adoption and adaptation. After this information is collected, project designers may then be able to sift the elements of the program which are essential to its success. In light of this process, consider the basic elements of any program--its skeleton. What is this thing that gives the program its unique structure? What are the core elements? What purpose does the skeleton serve? Not serve? What supports it? And what contraindications are there? Under what conditions will it and will it not work? Might it be the case that we can only specify when a program does not work, or is not in place?

- Follow up this conference with state-wide conferences in which regions of the state could come together to discuss the state process, experience a mock validation session to learn first hand what is necessary for success, and consider what they would want to see at an on-site visit.

- Consider preparing a synthesis of effective inservice techniques for use in implementing new programs. Such a synthesis would help SEA's aid LEA's to design inservice to fit their needs as nearly as possible, and would also be a valuable resource for any educator interested in implementing change.

A General Caution

What teachers do with students and materials and equipment to facilitate learning is the heart of any program of instruction. Many programs tend to be defined and described and hence validated in terms of what is taught, how students respond, or what is learned. Important as these may be as ways of detailing program realities, diffusion depends on describing a way of operating and especially on ways teachers perform. No validations that neglect this are likely to be very useful.